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Quality Council for General and Further Education and Training

REPORT ON THE QUALITY ASSURANCE OF THE DEPARTMENT OF BASIC EDUCATION (DBE) NOVEMBER 2023 NATIONAL SENIOR CERTIFICATE EXAMINATIONS AND ASSESSMENT

REPORT ON THE QUALITY ASSURANCE OF THE **DEPARTMENT OF BASIC EDUCATION** (DBE) NOVEMBER 2023 NATIONAL SENIOR CERTIFICATE EXAMINATIONS

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FOREWORD

Umalusi has made great strides in setting, maintaining and improving standards in the quality assurance of the National Senior Certificate (NSC). Today the NSC is a flagship qualification that affords candidates limitless possibilities to advance their livelihoods. It is a gateway to a new life after 12 years of schooling for the class of 2023. To make the NSC relevant, current and a well sought after qualification, Umalusi continually benchmarked it against similar qualifications in Africa and internationally.

Umalusi has sustained the credibility of the NSC by establishing and implementing an effective and rigorous quality assurance of assessment system. This quality assurance of assessment system ensures that the assessment and examinations leading to the awarding of the NSC are of good quality and standard and they stood the test of time.

Prior to the writing of the examinations, Umalusi subjected all question papers to external moderation and approved them based on the fact that they meet the requirements as set out in the Curriculum and Assessment Policy Statements (CAPS). Umalusi also externally moderated and approved the Common Assessment Tasks (CAT) in the case of Life Orientation and quality assured school based assessment (SBA). Subsequently, Umalusi audited the state of readiness of the system to conduct, administer and manage the examinations.

During the writing of the examinations and marking phases, Umalusi monitored a sample of examination centres and marking centres, participated in marking guidelines standardisation meetings of all approved question papers; and conducted the verification of marking at selected marking centres based on sampled scripts.

Post the marking processes, the candidates' marks are subjected to standardisation to mitigate the impact of factors other than the learners' subject knowledge, abilities and aptitude on performance, as well as to take care of sources of variability that may impact learner performance from one year to another, e.g., cognitive demand and difficulty levels of questions, interpretation of questions and marking guidelines and curriculum changes, among others.

Umalusi subjects its quality assurance processes to the scrutiny of its peers in Africa and across the world for benchmarking purposes. To this effect, this year Umalusi invited officials from the Examinations Council of Zambia (ECZ) to be part of the standardisation of the November 2023 examination results. They were part of the standardisation process as observers from the beginning to the end and provided useful feedback afterwards.

The November 2023 NSC examinations, successful as they were conducted, were not without hiccups. There were a few challenges that occurred during the conduct of these examinations. The challenges include printing errors in some question papers and incidents of group copying. Even though the effects of these challenges were mitigated to minimise their impact on candidates' performance, dealing with these challenges is a cumbersome exercise. It is against this backdrop that Umalusi urges all the assessment bodies and stakeholders to do everything possible to ensure that the integrity of the national examinations is not compromised.

Umalusi studied the report and evidence on the conduct, administration and management of the November 2023 National Senior Certificate (NSC) examinations submitted by the Department of Basic Education (DBE) and presented for moderation at the standardisation meeting held on 5 January 2024 and at the approval meeting held on 12 January 2024.

Having studied all the evidence presented, the Executive Committee (EXCO) of Umalusi Council concluded that the examinations were administered largely in accordance with the Regulations Pertaining to the Conduct, Administration, and Management of the National Senior Certificate Examinations. The irregularities identified during the writing and marking of the examinations were not systemic and therefore did not compromise the overall credibility and integrity of the November 2023 National Senior Certificate examinations administered by the Department of Basic Education (DBE).

EXCO of Council therefore approved the release of the DBE November 2023 National Senior Certificate examination results.

In respect of the identified irregularities, the DBE is required to block the results of all candidates implicated in irregularities including the candidates who are implicated in the alleged acts of dishonesty pending the outcome of the DBE investigations and verification by Umalusi.

The DBE is required to address the directives for compliance and improvement highlighted in the Quality Assurance of Assessment report and submit an improvement plan by 15 March 2024.

EXCO of Council commended the DBE for conducting a successful examination on such a large scale.

Umalusi prides itself in ensuring that examinations and assessments are of the required standard and quality and will stop at nothing to achieve this ideal.

Umalusi would like to commend, and appreciate, all relevant stakeholders who contributed immensely in our quest to achieve the enhanced educational outcomes.

Acting CEO - Mr MH vd Walt

Dr Mafu S Rakometsi
Chief Executive Officer

EXECUTIVE SUMMARY

Umalusi draws its mandate in relation to quality assurance of exit-level national examinations from the General and Further Education and Training Quality Assurance (GENFETQA) Act (58 of 2001), as amended.

The Act confers a range of powers and functions on Umalusi in respect of all the qualifications on its sub-framework of qualifications (NQF Level 1-4), including the:

a) external moderation of assessments and examinations conducted by all public and Umalusi-accredited private assessment bodies;
b) standardising examination marks during the standardisation process; and
c) approval of the publication of the results of candidates if the Council is satisfied that the assessment body or education institution has:
    i. Conducted the assessment free from any irregularity that may jeopardise the integrity of the assessment or its outcomes;
    ii. Complied with the requirements prescribed by the Council for conducting assessments;
    iii. Applied the standards prescribed by the Council with which a candidate is required to comply in order to obtain a certificate; and
    iv. Complied with every other condition determined by the Council.

Umalusi has over the years, established a suite of quality assurance of assessment processes that are continuously enhanced to guarantee their currency and relevance. These quality assurance processes are used as a yardstick to evaluate the quality and integrity of the NSC. All the assessments leading to the awarding of the NSC were subjected to these processes to ensure that they are of the required standard.

The quality assurance of assessment processes include the following processes which have been organised into chapters as indicated below:

a) Moderation of question papers (Chapter 1);
b) Moderation of school-based assessment (SBA) (Chapter 2);
c) Monitoring the state of readiness to conduct the examinations (Chapter 3);
d) Audit of appointed markers (Chapter 4);
e) Monitoring the writing of the examination (Chapter 5);
f) Marking standardisation meetings (Chapter 6);
g) Monitoring of the marking of examinations (Chapter 7);
h) Verification of marking (Chapter 8); and
i) Standardisation of results (Chapter 9).

This report on the quality assurance of assessment reflects on the findings, areas of improvement and areas of non-compliance for each quality assurance process conducted; and provides directives for compliance and improvement in the conduct, administration and management of the NSC November 2023 NSC examinations and assessments.

As part of its quality assurance function, Umalusi conducts external moderation of question papers and their marking guidelines to determine if they meet the required standard and compare favourably with the previous question papers. Umalusi noted with concern the recurring low performance levels in the five criteria for question paper moderation such as the technical details; text selection; types and quality of questions; language and bias; accuracy and reliability of marking guidelines; as well as overall impression; and the DBE's inability to attain 100% compliance with the criteria for internal moderation, content coverage, cognitive skills, conformity with question paper and predictability.

Umalusi quality assured SBA across the nine provincial education departments (PED) in two phases. Phase 1 entailed the moderation of the teacher files, to verify the quality and standard of the assessment tasks carried out, as well as the effectiveness of the measures put in place to ensure the quality of assessment of the tasks, including moderation. Phase 2 of the SBA moderation was on both the teacher and learner files. The main focus was on learner evidence of performance. Umalusi noted an improvement in the quality of reports provided by the provincial and national moderators especially the feedback provided to learners and teachers. However, the administration of assessment tasks which are not CAPS compliant and poor quality of internal moderation or lack thereof remain challenges which the DBE need to rid from the system.

Umalusi audited the state of readiness (SOR) of the assessment bodies to conduct, administer and manage the November 2023 NSC examinations. Umalusi was satisfied with the systems put in place by the DBE through the nine PED to ensure that potential risks that could compromise the credibility and integrity of the November 2023 NSC examination are mitigated. Umalusi is, however, concerned with the long standing challenge of shortages of examination personnel at provincial and district offices.

Umalusi conducts the audit of appointed markers to ensure that the internal controls, processes, guidelines and policies implemented by assessment bodies in appointing marking personnel for the NSC examination are adequate, effective and aligned with the Personnel Administrative Measures (PAM). The audit of the appointed marking personnel was conducted offsite across the nine PED. The findings of the audit confirmed improved compliance to stipulated PAM requirements in the selection and appointment of markers at all levels. Umalusi remains concerned about the provincial education departments' failure to adhere to the appointment of 15% of novice markers and their failure to seek approval from the Director-General or HoD to deviate from the PAM requirements where deviations are inevitable.

Even though improvements in adherence to the examination regulations were observed during the monitoring of the writing of the November 2023 NSC examinations in many fronts across the PED, inconsistencies in the execution of the roles and responsibilities prescribed for invigilators and pockets of Behavioural Offences and Acts of Dishonesty (BOADS) that occur during writing which include the use of unauthorised materials and group copying are worrisome and warrant unparallel interventions by the DBE and the PED.

Umalusi participated in the marking guideline standardisation meetings to ensure that marking guidelines were comprehensive and could facilitate fair, accurate and consistent marking. To this end, Umalusi observed an improvement in the adherence to the requirement of pre-marking of 20 scripts in preparation for the meetings. While an improvement in this

regard was appreciated, inconsistencies in the provisioning of the number of scripts for pre-marking in some quarters were still noted as was the case in previous years. In some subjects, delegates of different levels marked the same scripts while in other subjects delegates received fewer than the required 20 scripts for pre-marking. This anomaly needs to be addressed in order to optimise the use of dummy scripts to prepare delegates thoroughly for the marking guideline standardisation meetings.

The monitoring of the marking of the examinations is conducted to establish if sufficient systems are put in place to ensure that the marking of examinations of qualifications registered on the GFETQSF is conducted in accordance with agreed practices and standards to safeguard the credibility of these qualifications. Generally, all marking centres established for the marking of the November 2023 examinations complied with the criteria pertaining to the establishment and management of marking centres. Umalusi is, however, concerned about the inconsistencies observed in the management of access control at marking centres during the marking of the November 2023 NSC examinations. These inconsistencies could be attributed to the lack of understanding of the security protocols developed by the DBE. Therefore work needs to be done to strengthen the implementation of these protocols.

Verification of marking is conducted to determine whether the approved marking guidelines are adhered to by assessment bodies and applied consistently across the subjects and marking centres. This is done to confirm if marking was fair, reliable and valid. Notable improvement was observed in the application of the approved marking guidelines and moderation across various levels in most marking centres. However, substandard or poor quality of marking and internal moderation were observed especially in South African Sign Language Home Language Paper 2 and Paper 3. Serious interventions are required to bring the quality of marking in this language to the required standard.

Umalusi standardises the examination results to eliminate the effect of factors other than the learners' knowledge, abilities and aptitude on their performance. During the November 2023 NSC examinations standardisation meeting, the DBE presented 66 subjects for standardisation. The DBE met all the requirements leading to the standardisation of candidates' results and as a result, no directives for compliance and improvement were issued in this regard.

The summary of findings from the quality assurance processes' reports enabled the Umalusi Council EXCO to declare that the November 2023 NSC examinations were conducted in line with the policies that govern the conduct, administration and management of examinations and assessment. Generally, the November 2023 NSC examinations and assessments were conducted in a credible manner. The EXCO approved the release of the results and commended the DBE for conducting a successful examination.

Umalusi is hopeful that the findings of this report will strengthen the existing quality assurance processes and contribute towards the achievement of the ideals of enhanced educational standards in the country.

ACRONYMS AND ABBREVIATIONS

CAPS	Curriculum and Assessment Policy Statement
CAT	Common Assessment Task
DBE	Department of Basic Education
FAL	First Additional Language
HL	Home Language
ID	Identity Documents
IT	Information Technology
KZN	KwaZulu-Natal
LO	Life Orientation
NSC	National Senior Certificate
PAM	Personnel Administrative Measures
PAT	Practical Assessment Task
PED	Provincial Education Department/s
PEIC	Provincial Examinations Irregularities Committee
POA	Programme of Assessment
SAL	Second Additional Language
SASL HL	South African Sign Language Home Language
SBA	School-Based Assessment

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Table 1A Criteria used for moderation of question papers and their marking guidelines

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CHAPTER 1 MODERATION OF QUESTION PAPERS

1.1 Introduction

It is the sole responsibility of the Department of Basic Education (DBE) to ensure the development and internal moderation of examination question papers and their marking guidelines. Umalusi is responsible for the external moderation of these question papers and their marking guidelines to ensure that the examinations are conducted in a fair, valid and reliable manner and to establish whether the standard of the examination is comparable from one year to another.

External moderation is conducted using a set of quality indicators, grouped into ten assessment criteria. Table 1A tabulates all the quality indicators that each criterion must satisfy before a question paper and its marking guideline can be approved.

This chapter aims to highlight the extent to which the DBE November 2023 National Senior Certificate (NSC) examination question papers and their marking guidelines met the set criteria at first moderation. Where a question paper and its marking guideline were not approved at this level, these were to be amended and resubmitted for subsequent moderation until they fully met all the criteria.

The next section deals with the scope and approach to understand the context within which the findings are based.

1.2 Scope and Approach

One hundred and forty-six question papers and their marking guidelines were submitted to Umalusi for external moderation. The other 16 were sourced from the bank. These were measured against the criteria as listed in Table 1A. Part A looks specifically at the moderation of question papers; Part B evaluates the moderation of the marking guidelines; Part C considers the overall impression of both the question papers and their marking guidelines.

The table provides a synopsis of all the criteria and the number of quality indicators against which the sets of question papers and their marking guidelines were measured.

Table 1A: Criteria used for moderation of question papers and their marking guidelines

Part A: Moderation of question paper		Part B: Moderation of marking guideline		Part C: Overall impression and general remarks	
1	Technical details (12)[a]	8	Conformity with question paper (3)[a]	10	General impression (9)[a] and General remarks
2	Internal moderation (3)[a]	9	Accuracy and reliability of marking guideline (10)[a]		
3	Content coverage (6)[a]				
4	Cognitive skills (6)[a]				
5	Text selection, types and quality of questions (21)[a]				
6	Language and bias (8)[a]				
7	Predictability (3)[a]				

[a] Number of quality indicators

Compliance with any quality indicator adds to the overall compliance level of a criterion while non-compliance against any quality indicator adds to the overall non-compliance level of a criterion. It is upon checking the compliance levels of each criterion that an external moderation process ultimately determines whether a question paper and its marking guideline comply in all respects, in most respects, have limited compliance or do not comply at all.

It is against this backdrop that a question paper and its marking guideline can be resulted, ultimately, in one of the four categories: 1) approved; 2) conditionally approved but not to be returned for subsequent moderation (if there are minor errors that the external moderator feels can be corrected); 3) required to be resubmitted for subsequent moderation; 4) not approved.

The next section details the findings in relation to this process.

1.3 Summary of Findings

This section gives the status of question papers and their marking guidelines at first moderation. It also compares the status of the question papers and their marking guidelines over a period of three years. The section strives to unpack the performance levels of the question papers and their marking guidelines per criterion.

1.3.1 Status of Question Papers Moderated

Figure 1A is a graphic representation of question papers and their marking guidelines that were approved, conditionally approved and not approved at first moderation. Only 24 question papers were approved at first moderation; 113 were conditionally approved; and nine were not approved.

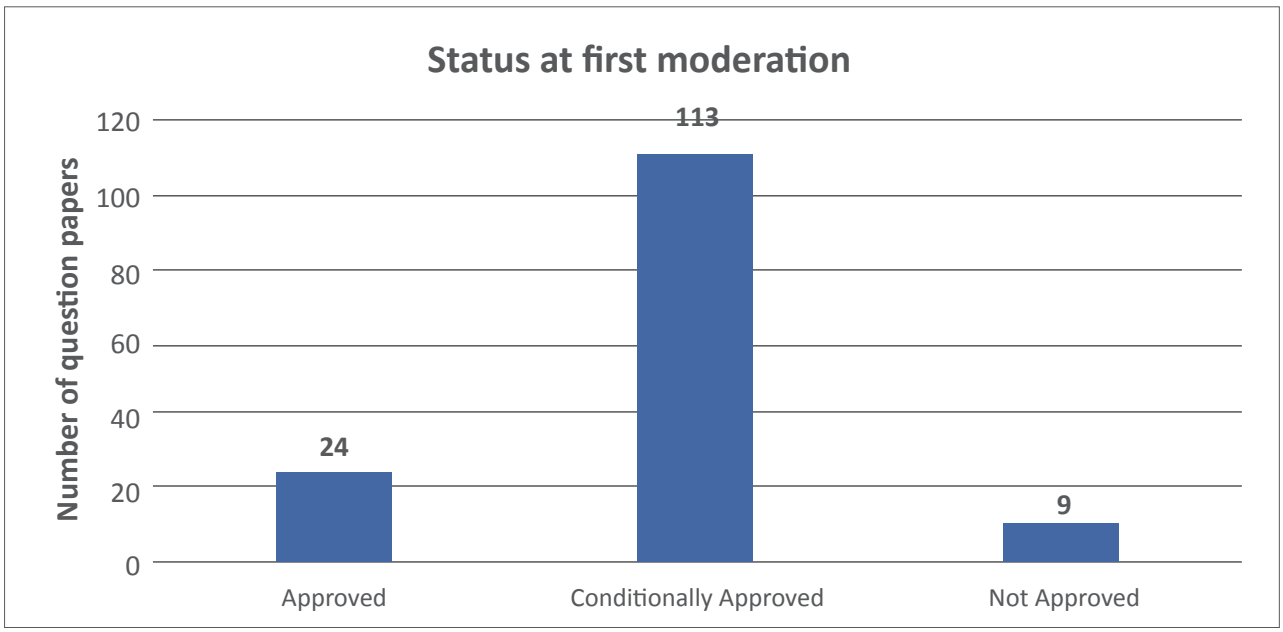

Figure 1A: Status of question papers and their marking guidelines at first moderation

Figure 1B compares the status of question papers and their marking guidelines graphically over a period of three years, providing an indication of whether there has been improvement. The DBE can use the information to reflect on the compliance of the question papers and their marking guidelines over the three-year period.

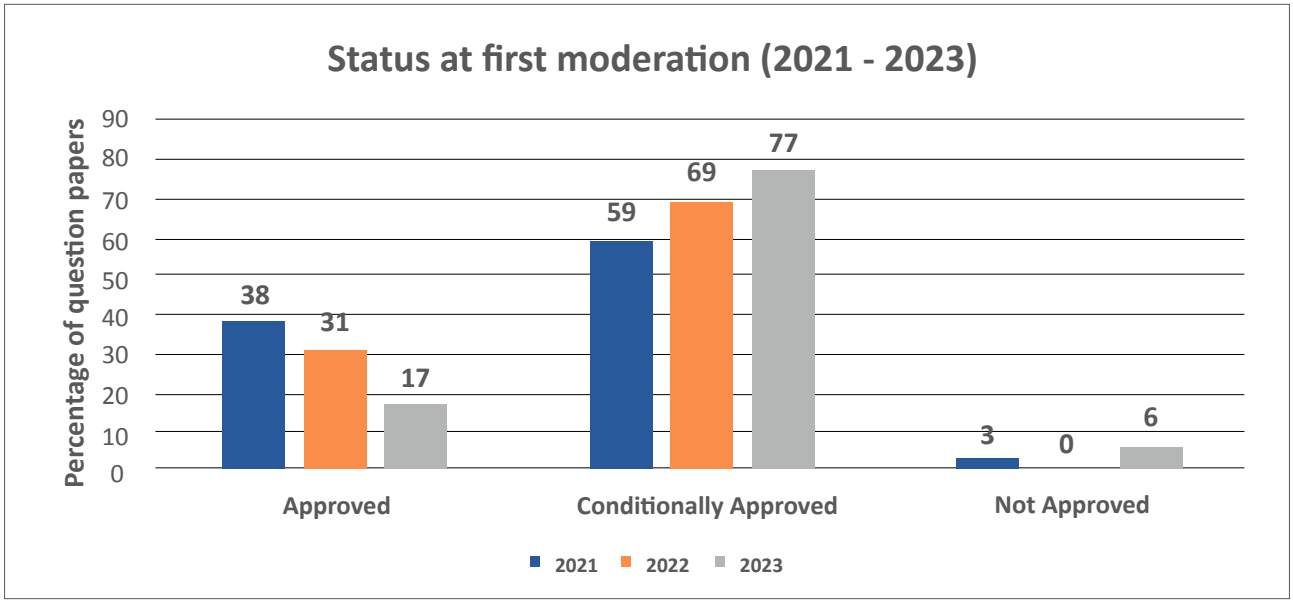

Figure 1B: Comparison of the status of question papers and their marking guidelines at first moderation for the November 2021, November 2022 and November 2023 examinations

Figure 1B shows that the approval level of question papers and their marking guidelines is declining each year since 2021.

1.3.2 Compliance Level per Criterion

As set out in the preceding paragraph, this section presents the findings related to how question papers and their marking guidelines fared, pertaining to the four levels of compliance (no compliance, limited compliance, compliance in most respects and compliance in all respects) in relation to each of the ten criteria provided in Table 1B.

A question paper and its marking guideline is rated at 100% compliant if they comply with all the quality indicators in a criterion. Compliance with a criterion is rated at 60%–99% when most of the quality indicators are met. Limited compliance of a criterion is rated at 30%–59% when most of the quality indicators in a criterion are not met. Non-compliance is detected when less than 30% of the quality indicators in a criterion are met.

Table 1B: Percentage compliance of question papers and their marking guidelines at first moderation per criterion

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited respects	No compliance
Technical details	56	42	2	0
Internal moderation	77	21	1	1
Content coverage	67	30	3	0
Cognitive skills	64	32	4	0
Text selection, types and quality of questions	36	58	6	0
Language and bias	56	41	3	0
Predictability	82	12	5	1
Conformity with question paper	55	38	4	3
Accuracy and reliability of marking guidelines	33	62	5	0
Overall impression	35	40	23	2

Table 1B shows the performance levels of each criterion. Predictability has the highest level of compliance, at 82%. Taking question papers from the past three years and ensuring that none of the questions are repeated in the current development of a question paper is what will guarantee a 100% compliance level.

Following the criterion on predictability is internal moderation, at 77%. This, therefore, means that internal moderation should be improved.

Content coverage stands at 67%. The knowledge of the subject matter is necessary in ensuring a 100% compliance level. Policy documents and examination guidelines categorically spell out the ratios of the content to be covered in each question paper. Compliance with the criterion on cognitive skills, at 64%, and with the rest of the criteria at under 60%, mean that intensified support must be given to the examining panels.

The next section deals specifically with the rationale behind the level of compliance per criterion, looking specifically at each quality indicator.

1.3.3 Question Paper and Marking Guideline Moderation Criteria

The levels of compliance, per criterion, of each question paper and its marking guideline are summarised in Annexure 1A, with the following keys: A, standing for compliance in ALL respects; M, for compliance in MOST respects; L, for LIMITED compliance; and N, for NO compliance. Each of the last three categories are then superscripted (e.g. M^1) with the number of quality indicators not complied with.

Annexure 1B lists the question papers and the marking guidelines that did not comply with each quality indicator at first moderation.

This section gives an overall performance level against each criterion and then moves on to highlight the reasons behind the non-compliance. Therefore, we start with technical details.

a) Technical details

Technical details achieved 56% compliance. Forty-four percent of the question papers failed to comply fully, due to the following:

i. Four question papers were submitted for external moderation without their grids or relevant answer sheets and/or formula sheets/addenda as expected.
ii. Three question papers had missing relevant details, such as time allocation, name of the subject, number of pages and instructions to candidates when they were submitted for external moderation.
iii. Nineteen question papers had instructions that were deemed ambiguous. Instructions to candidates must always be clear. This is to avoid any confusion that candidates might claim against any of the question papers, which might lead to nullification of an entire question paper or an affected question.
iv. In 11 question papers, the layout was cluttered and not reader friendly. There is a direct correlation between the criteria on relevant details and instructions, in that if the layout is cluttered, it becomes difficult and time-consuming to navigate through a question paper in striving to follow instructions.
v. Nine question papers had questions that were incorrectly numbered. Incorrect numbering of questions might have a negative impact on candidates' choices, where applicable.
vi. One question paper had incorrect numbering of pages. This could have had dire consequences for candidates.
vii. Six question papers had inconsistent headers and footers. Headers and footers help to establish the identity of every page of a question paper. Ensuring that every page has a correct header and footer gives candidates an assurance that they are writing the correct question paper.
viii. Nine question papers and their marking guidelines had inappropriate fonts. Careful consideration must be given to guarding against sending unintended messages that might derail candidates from the expected responses. Research on font types and sizes postulates that various font types and sizes are deliberately intended to communicate different messages to audiences.
ix. Mark allocations in one question paper were not clearly indicated, throughout the entire question paper. Allocating a mark to a question plays a crucial role in communicating to candidates the extent to which they can respond to a question.

x. In 40 question papers some of the drawings, illustrations, graphs, tables, etc. were of poor quality. The quality of drawings, illustrations, graphs, tables, etc. must always be appropriate, clear, error free and print ready when question papers are submitted for external moderation.
xi. Two question papers failed to adhere to the prescribed format requirements of the curriculum and assessment policy statement (CAPS) and examination guidelines. Format requirements for every question paper are communicated through policies and examination guidelines or subject assessment guidelines (SAG). Therefore, prescribed format requirements of the CAPS and examination guidelines must be adhered to.

b) Internal moderation

Internal moderation plays a pivotal role in ensuring that question papers and their marking guidelines are ready for external moderation. It is commendable that internal moderators responsible for 77% of the question papers fully satisfied this criterion.

However, those responsible for the other 23% did not comply because:

i. Ten internal moderators failed to submit the full history of the development of the question papers and their marking guidelines. An external moderator must determine, based on the changes that were effected, whether an internal moderator gave proper guidance during the development of a question paper. This determination requires the full history of the development of the paper. In its absence, an external moderator may be unable to make conclusive decisions.
ii. Twenty-six question papers and their marking guidelines had questionable inputs on quality, standard and relevance.
iii. Three question papers had no evidence that the internal moderators' recommendations were addressed. Not satisfying this quality indicator nullifies the internal moderation process.

c) Content coverage

Content coverage is spelt out clearly in each subject policy and in the examination guideline. Sixty-seven percent of the question papers satisfied the prescripts of the criterion fully. However, 33% failed, for the following reasons:

i. Four question papers did not clearly link each of the questions to a topic. This had a huge bearing on other quality indicators, in that an internal moderator must determine the content covered as per the prescripts in the policy and the examination guidelines. Failure to do so leaves room for questions.
ii. Eighteen question papers were deemed not to have covered the entire spectrum of the prescribed topics as stipulated in the examination guidelines. Failure to adhere to the prescripts could have affected the standard of these question papers had it not been detected.
iii. Fourteen question papers were generally deemed not to have been within the broad scope of the CAPS and the examination guidelines.
iv. Four question papers failed to ensure that skills/topics/themes and concepts were appropriately linked and integrated.
v. Seven question papers had questions that were regarded as not being representative of the latest developments. Because subjects evolve, question papers must mirror these developments.

vi. Twenty-one question papers had content, including texts and/or illustrations, that was not suitable, appropriate, relevant, academically correct and/or accurate.

d) Cognitive skills

Coupled with prescripts in policy documents on the content to be addressed is the prescription on percentages that each topic should comprise regarding cognitive skills. Sixty-four percent of the question papers complied fully with all the quality indicators for this criterion; but 36% could not satisfy the prescripts, for the following reasons:

i. Six question papers were submitted with analysis grids that did not clearly show the cognitive skill of each question/sub-question.
ii. Thirty-five question papers had varying degrees of inappropriate distribution of cognitive levels when compared to their prescribed percentages.
iii. Nine question papers had choice questions that were not of equal levels of difficulty. It is imperative that levels of difficulty in choice questions are equal, to guard against advantaging or disadvantaging candidates.
iv. Four question papers did not provide opportunities to assess varying methods of assessment that cater for different learning abilities of candidates.
v. Sixteen question papers had instances of irrelevant information, which affected the degree of difficulty of questions.
vi. Twenty question papers had questions that had no correlation between mark allocation, cognitive levels, degree of difficulty and time allocation.

e) Text selection, types and quality of questions

Text selection plays a pivotal role in the quality of questions as it may allow for, or deny, the development of quality questions. Not every text can be used for developing questions. However, this was not considered when setting 64% of the question papers, since only 36% satisfied the prescripts. The reasons for non-compliance were as follows:

i. Three question papers were found to have had limited types of questions. This could have had a negative impact on some candidates since candidates learn differently.
ii. In three question papers the length of the source material chosen was inappropriate, as prescribed in the examination guidelines. When selecting texts such as prose, or visuals, graphs, tables, illustrations, examples, etc., there are several considerations to be taken into account. Secondly, in 20 question papers, source materials were irrelevant and inappropriate. Thirdly, in four question papers source materials did not allow for the testing of skills. Five question papers did not generate questions across the cognitive levels.
iii. Fourteen question papers had questions that did not relate to what is pertinent in the subject. There is a direct correlation between source materials and the quality of questions, since questions are a derivative of the source materials. Fifty question papers had questions that were not free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers. Thiry-five question papers had questions that had no clear instructional key words or verbs. Forty-seven question papers had questions with insufficient information, such that candidates would not have been able to respond appropriately. Twenty-four question papers had factual errors or misleading information in some of their questions. Two question papers had double negatives. Twelve question papers had references in questions to prose

texts, visuals, graphs, etc., which were irrelevant and/or incorrect. Some questions in 14 question papers suggested answers to other questions. In some questions in ten question papers, overlaps were found.

iv. In five question papers some of the options did not follow grammatically from their stems. In 14 question papers some options were not free from logical clues, thereby making one option an obvious choice. In six question papers, some options were of varied lengths, thereby giving away an answer. Two question papers contained a correct answer that included elements in common with other options. Concerning the formulation of multiple-choice questions, several considerations must be taken into account to avoid a host of challenges.

f) Language and bias

The crucial role played by language in the process of developing question papers cannot be over-emphasised. Even if everything else is done accordingly, if no consideration has been given to guarding against language that may seem biased or favouring a certain group of candidates at the expense of others, the entire process of developing a question paper may be deemed unfair. Fifty-six percent of the question papers complied fully with the criterion on language and bias; however, 44% of question papers failed to comply, due to the following reasons:

i. Eleven question papers using incorrect subject terminology or data. Examining panels must strive to use standardised terminology as used in the CAPS documents.
ii. In 19 question papers, the language, register and the level of complexity of the vocabulary in some of the questions was inappropriate for Grade 12 candidates.
iii. Thirty question papers having subtleties in grammar. The language used in questions must not be aimed at catching candidates off-guard, but must be so clear that no one may complain about peculiar usage of the language.
iv. Evidence in 32 question papers of grammatically incorrect language. This needs to be carefully considered as incorrect grammar can alter a question completely.
v. Over-complicated syntax in 14 question papers. Simple sentences are preferred.
vi. One question paper having instances of the use of foreign names, terms and jargon that candidates would not have been familiar with. The use of such terms can confuse candidates and may, as a result, disadvantage them. The norm for candidates is such that when they come across a term that they do not know, they tend to get stuck and focus more on the unknown term.
vii. Thirteen question papers having instances of bias related to either culture, gender, language, politics, race, religion, stereotyping, province, region or other evidence of bias.
viii. Six question papers having questions that did not allow for adaptations and modifications to cater for the assessment of candidates with special needs.

g) Predictability

When developing a question paper, taking questions, verbatim, from question papers of the past three years is not permitted. Eighty-two percent of the question papers complied fully with the criterion on predictability. The other 18% of the question papers failed to comply, for the following reasons:

i. In 19 question papers some questions were of such a nature that they could be easily spotted or predicted. This must be avoided at all costs.

ii. In 12 question papers some questions were taken, verbatim, from the past three years' question papers.
iii. Sixteen question papers had questions that were not considered to display an appropriate degree of innovation.

The next section of this report delves into the compliance rates pertaining to the development of marking guidelines, since the two must be submitted as a set for external moderation purposes. This is to ensure that each question can be accurately mapped with its expected response. To avoid any mishaps it is always advisable that, when developing a question paper, a marking guideline is developed alongside it. As much as a question paper is pertinent in ensuring that candidates demonstrate their abilities in every subject, the marking guidelines are equally crucial in the examination process, as these help to ensure that marking is fair, reliable and valid for all candidates, irrespective of who marks the scripts.

h) Conformity with question papers

Of the 146 question papers 55 % were fully compliant with the criterion on conformity of the marking guidelines with their question papers. The other 45% of the marking guidelines did not comply because:

i. Forty-two marking guidelines had responses that did not correspond with their questions in their respective question papers.
ii. In 32 marking guidelines some responses did not match the command words in their respective questions. It is imperative that responses match their command words since these have a huge bearing on the cognitive skill levels that questions are pitched at. Disregarding the command words could affect the standard of a question paper negatively.
iii. In 14 marking guidelines marks allocated to a question and their responses did not match.

i) Accuracy and reliability of marking guidelines

Thirty-three percent of the marking guidelines were accurate and reliable. The other 67% failed to comply fully with this criterion because:

i. Some responses to questions in 61 marking guidelines did not address the targeted subject matter.
ii. Fifty-one marking guidelines had typographical errors. Incorrect spelling may alter the meaning altogether and examining panels must ensure that marking guidelines do not contain grammatical errors.
iii. The layout in 27 marking guidelines was of poor quality. Layout plays a crucial role in ensuring marker-friendly marking guidelines.
iv. One marking guideline was submitted with some responses not having been allotted marks.
v. Four marking guidelines had marks that did not articulate clearly the spread of marks.
vi. Three marking guidelines offered such a small range of marks that the ability to discriminate among low and high performers would be compromised.
vii. Thiry-two marking guidelines had responses that did not give guidance on how the marks could be spread across various aspects encompassed in a response.
viii. Fifteen marking guidelines made no allowance for alternative responses.

j) Overall impression

Thirty-five percent of the question papers and their marking guidelines complied fully with the overall impression criterion. The other 65% of the sets did not comply, because:

i. Six question papers were deemed not to have been in line with their current subject policies.
ii. Seventy-eight question papers were found not to be fair, valid and reliable.
iii. Twelve question papers were found not to assess the primary objectives of their subject policy documents and/or other assessment frameworks.
iv. The standard of 66 question papers was questionable.
v. The standard of 39 of the 66 question papers mentioned above could not be comparable to the standard of the previous years' question papers.
vi. Seventy-four marking guidelines were found not to be fair, valid and reliable.
vii. The standard of 65 marking guidelines was deemed inappropriate.
viii. The standard of 42 of the 65 marking guidelines mentioned above could not be comparable to the standard of the previous years.
ix. The skills, knowledge, attitudes and values of four sets of question papers and their marking guidelines were generally questionable.

The next section compares compliance levels of the ten criteria over a period of three years: November 2021, November 2022 and November 2023.

1.3.4 Comparison of compliance per criterion, of question papers and their marking guidelines at first moderation: November 2021 to November 2023

Table 1C tabulates the compliance levels with the ten criteria over a period of three years (November 2021, November 2022 and November 2023). The comparison follows the sequential order of the criteria as they appear in the external moderation tool.

Table 1C: Comparison of compliance, per criterion, of question papers and their marking guidelines at first moderation in November 2021, November 2022 and November 2023

Criteria	November 2021 (% of question papers)	November 2022 (% of question papers)	November 2023 (% of question papers)
Technical details	54	56	56
Internal moderation	81	77	77
Content coverage	75	68	67
Cognitive skills	64	64	64
Text selection, types and quality of questions	28	38	36
Language and bias	58	55	56
Predictability	83	82	82
Conformity with question paper	64	55	55
Accuracy and reliability of marking guidelines	34	33	33
Overall impression	35	35	35

The figures above show that there was no significant improvement in almost all the criteria. Most maintain the same percentage levels, except for the three criteria showing a decline of between 1% and 2% over the last two years. A decline in performance can be detected in the results yielded in 2023 as compared to 2021.

Given the findings tabled above, the next section highlights areas of non-compliance. The latter informs the section on directives, which are issued to provide to the DBE the areas that need attention.

1.4 Areas of Improvement

No notable improvement was observed in the development of the November 2023 NSC examination question papers and their marking guidelines.

1.5 Areas of Non-Compliance

The following aspects need more intervention:

a. The recurring low performance levels in the five criteria: technical details; text selection; types and quality of questions; language and bias; accuracy and reliability of marking guidelines; as well as overall impression; and
b. The inability to attain 100% compliance with the criteria for internal moderation, content coverage, cognitive skills, conformity with question paper and predictability is still a concern.

1.6 Directives for Compliance and Improvement

The DBE must ensure that the examining panels of the question papers that did not comply with the following criteria are supported through intensive training:

- Technical details;
- Text selection, types and quality of questions;
- Language and bias;
- Accuracy and reliability of marking guidelines; and
- Overall impression.

1.7 Conclusion

The findings presented in this chapter were based on the first moderation of the DBE November 2023 NSC examination question papers and their marking guidelines. The main thrust of the chapter is comprised of the reasons behind non-compliance, with specifics that are numerically and graphically presented. The chapter ends with highlighting areas of non-compliance, the source of the directive issued to help the DBE to improve the development of question papers and their marking guidelines.

CHAPTER 2: MODERATION OF SCHOOL-BASED ASSESSMENT

2.1 Introduction

Umalusi conducts the moderation of school-based assessment (SBA), oral assessment and practical assessment tasks (PAT) to ensure that schools comply with the quality and standards as stipulated in Chapter 4 of the curriculum and assessment policy statement (CAPS). The moderation process entails evaluating teacher and learner files that each school submits as evidence of the assessment tasks administered. The learners' evidence of performance is quality assured to ensure that there is fairness, validity and reliability in the assessment.

To this end, Umalusi verified the Department of Basic Education (DBE) SBA of the November 2023 National Senior Certificate (NSC) examination.

2.2 Scope and Approach

Umalusi moderated the SBA in two phases. The first phase of moderation was conducted between July and August 2023 on a sample of 11 subjects and the second phase, between July and October 2023, for nine subjects. In Phase 1 Umalusi concentrated on the moderation of the teacher files, to assess the quality and standard of the assessment tasks carried out, as well as the effectiveness of the measures in place to ensure the quality of assessment of the tasks; including moderation. In the second phase, the moderation was on both the teacher and learner files. The moderation in both phases was conducted on-site at different venues across the nine provincial education departments (PED).

The subjects were moderated using Umalusi's moderation instrument, which consists of two parts, as shown in Table 2A. The first part focuses on the moderation of teachers' files (eight criteria) and the second, on the moderation of the learners' files (three criteria).

Table 2A: Criteria used for the moderation of SBA

Part 1 Moderation of teacher files	Part 2 Moderation of learner files
Technical aspects	Learner performance
Programme of assessment	Quality of marking
Assessment tasks	Moderation of learner files
Effectiveness of questioning	
Question types	
Source/stimulus material	
Marking tools	
Moderation of the teacher file(s)	

2.3 Summary of Findings

This section of the report summarises Umalusi's findings from the moderation of SBA for 2023. The moderation was conducted following the criteria shown in Table 2A.

2.3.1 Part 1: Teacher Files

a) Technical aspects

This aspect of the moderation focuses on verifying the schools' level of compliance with generic technical aspects, such as providing teaching and assessment plans, assessment tasks, marking tools, mark sheets and moderation reports. The file must be organised to make it easy to navigate. The moderation process ensures that the teaching and assessment plans, marking tools, mark sheets and moderation reports conform to the standards set out in the CAPS.

Umalusi noted that the teachers for the subjects selected for moderation had submitted teacher files that were compliant, in most instances, with this criterion. However, differences were noted in different subjects of the same PED. In the moderated subjects where instances of non-compliance with generic technical aspects were noted, it was difficult to authenticate the files because they were either incomplete or contained undated documents, while in others the documents were not signed. For example, in the Eastern Cape, four of the ten schools that submitted for the moderation of History had no moderation reports and marking guidelines. Conversely, the teacher files from the schools sampled for Economics were neat, well organised and contained all the required documents.

In Gauteng, for Business Studies and Mathematics, almost all the schools' files were well organised and neat. In only two schools the South African School Administration and Management System (SASAMS) mark sheet was not verified and signed by either the head of department (HoD) or the principal. Umalusi noted differences in the presentation of the teacher files between schools offering the same subject from different districts. Some districts had well organised and neat files, compared to other districts. Ensuring uniformity in the organisation of the teacher files in provinces will develop and benefit all the subject teachers in those provinces.

In KwaZulu-Natal the 11 schools Umalusi sampled for SBA moderation submitted all the required documents. The files were neat and easy to navigate. In Limpopo, while all six moderated schools submitted the necessary documentation, the meticulousness of the submission was compromised in two schools because both the programme of assessment (PoA) and the annual teaching plan for Business Studies were undated. Additionally, a marking guideline had not been provided for the case study; and the marking guidelines were only available for the Term 1 controlled test. In Mpumalanga, of the seven schools sampled for moderation of Accounting only two submitted all the required documents. In three schools the teacher files did not include the annual teaching plans; in one school the teacher did not use the SASAMS mark sheets but designed their own mark sheet. It was difficult to navigate and find documents in the teacher files from two schools, since the index was not included; where the index was provided, the documents were either not filed or not filed correctly. Umalusi also observed, in the Northern Cape, that several schools did not comply with the submission of signed SASAMS mark sheets.

In North West, the schools that were sampled for Economics adopted a similar pattern of file presentation and therefore submitted the same documents. The submissions for Life Orientation contained outdated documents, such as the use of an incorrect mark sheet for practical education tasks (PET) that did not comply with the latest PET assessment directives. Learners were assessed on frequency of participation, which is not applicable in the amended Section 4 of the CAPS.

Overall, the moderated schools made an effort to present well-organised teacher files, as per the CAPS prescripts, except for a few subjects in selected PED.

b) Programme of assessment

The CAPS requires all schools to have, in their files, the full PoA and any other policy documents pertaining to a specific subject. The PoA should detail the overall assessment processes and procedures. This includes stating the tasks administered, in line with the CAPS prescription for the subject in question.

The findings show that most provinces complied with this criterion. This was more pronounced in the provinces that opted for common procedures or assessment tasks. In the Eastern Cape, all ten moderated schools for History and Economics were fully compliant. The teachers submitted the required documents relating to the PoA and these were in line with the CAPS prescripts. In History, all ten moderated schools had a common 2023 PoA and assessment plan. The teachers adhered to and implemented the subject's PoA, which was valid and appropriate.

The Free State PED issued a guideline to all schools offering Economics that advised them on how to prepare their PoA. This ensured adequate adherence to the PoA requirements by most schools. However, despite the guideline provided, two schools from the sample provided the outdated 2019 PoA and analysis grid: this indicated that the formal test had to be written in the third term, which is no longer applicable.

There was full compliance with this criterion for Mathematics in all schools.

In Gauteng the moderated schools had administered common tasks for Mathematics that were developed provincially. In the sample of 15 schools, for Mathematics, each administered assessment tasks that followed the same PoA. The teacher files for Business Studies also provided adequate evidence of adherence to the required assessment tasks, as set out in the CAPS. The schools sampled in KwaZulu-Natal for Mathematics and Limpopo for Business Studies were also fully compliant. The teachers submitted well-developed PoA.

In Mpumalanga, although there was evidence that the PoA was generally followed in Mathematical Literacy, six of the ten selected schools did not have a copy of the PoA.

In the Northern Cape most schools submitted the PoA for Mathematical Literacy. However, various irregularities were noted. For example, two schools did not include the PoA in the teachers' file. Three of the moderated schools did not have evidence that all tasks were completed for all terms and had recorded only the Term 1 assessment. In North West, the schools that submitted Life Orientation files were fully compliant with this criterion.

The teachers' files of the Western Cape for History and Marine Sciences had appropriate PoA. Non-compliance issues were noted only in English First Additional Language, where the PoA were not submitted by some schools. Further, three of the moderated schools used an outdated PoA in which assessment Task 2 was administered as an essay instead of a longer transaction task; and Task 3 as a longer transaction task instead of an essay.

In Gauteng the PED administered common assessment tasks for Mathematics that were developed and moderated at both district and provincial levels. All 15 moderated schools had administered assessment tasks that followed the same programme. All schools had developed and filed the PoA that complied fully with the requirements of CAPS. The moderation of Business Studies revealed that there was adequate evidence of adherence to the required tasks as set out in the CAPS.

c) Assessment tasks

This criterion reports on Umalusi's impression of the extent to which the assessment tasks adequately covered the curriculum content for the designated assessment periods. Umalusi noted adequate compliance in the PED, with a few exceptions.

In the Eastern Cape, the tasks used for the formal assessments in History and Economics were common across the schools. The assessment tasks were developed and moderated at district and/or provincial levels and were fully aligned with the CAPS requirements. In History, the assessment tasks adequately covered the topics/content prescribed in the CAPS. The spread of the content in the assessment tasks was aligned to the CAPS.

The Free State PED provided schools with common assessment tasks for Mathematics for Term 1 and Term 2. However, the schools were responsible for setting their own assignment tasks. Although the scope of the assessment tasks met the requirements, Umalusi noted an imbalance in the spread of marks across the topics in Statistics, Analytical Geometry, Trigonometry and Euclidean Geometry: these was 14; 33; 58 and 45, as opposed to the ideal of 20; 40; 50 and 40 respectively.

The sampled Gauteng schools administered common March and June provincially set assessment tasks for Mathematics and Business Studies. All assessment tasks administered in schools in the PED were CAPS compliant and of impeccable standard. In KwaZulu-Natal (moderated subjects) and Limpopo (Business Studies), the assessment tasks administered by the sampled schools were also CAPS compliant. In the Eastern Cape the schools offering Geography administered common tasks that were provincially set. The content was spread as prescribed in the revised CAPS Chapter 4.

The assessment tasks for Accounting, in Mpumalanga, were common across the schools for the written report, the formal test, the project and the June examination. However, the format and structure of the written report was not compliant with the CAPS requirements: it was more of a preparatory test, similar to the Term 1 formal test that had already been administered. The report did not contain problem-solving questions to test learners' creative or critical thinking skills. The same was true of the formal test: even though it covered the required cognitive levels and degree of challenge, the questions were highly predictable. The teachers had rehashed questions from past examination question papers, showing no creativity and originality. The June examination question papers showed a fair degree of innovation and creativity because they followed the correct format and structure; and

while the questions were not predictable, there were some grammar errors. The question papers assessed the relevant topics appropriately, as per the examination guidelines.

In Northern Cape all assessment tasks covered the topics/content as prescribed in the CAPS documents; however, Task 1 was not developed as an investigation but as a test. It was not aligned to CAPS (2011: pg. 101).

The schools in North West administered provincially set common assessment tasks for Economics and Life Orientation. These were well formulated and tested all the required areas for this cycle.

The moderated schools in the Western Cape offering English First Additional Language administered the common June examination tasks. Umalusi found the assessment tasks to be of acceptable standard, well aligned to the CAPS requirements. The marking rubrics were well-structured. In just one school, the teacher assessed learners on the writing of a curriculum vitae (CV) without including the question of a covering letter: the teacher lacked understanding that the two are assessed as a combination question. There was also compliance with the criterion, for History and Marine Sciences. In North West, for Mathematics, all 11 schools administered assessment tasks following the same PoA in all terms.

The PED administered common tasks for the moderated subjects that complied well with the CAPS, in most instances.

d) Technical layout of assessment tasks

In this aspect, Umalusi ensures the integrity of assessment tasks based on the way they are presented. Presentation includes cover page layout, instructions and clarity of phrasing, question numbering and the availability and accessibility of information to complete the tasks.

The moderation did not detect any problems with the technical layout of the assessment tasks for the moderated subjects.

e) Effectiveness of questioning

This criterion checks whether questions are pitched at the correct cognitive levels and are, therefore, appropriately challenging. The criterion also checks whether the question formulation adheres to the prescripts of the subject's examination guidelines. It is also expected that questions be original and therefore unpredictable, in that they have not been recycled from past question papers.

The level of compliance was impressive in five of the nine PED. For example, in the Eastern Cape (History), there was evidence of an appropriate distribution of cognitive levels, as prescribed in the CAPS. The questions in the assessment task(s) encouraged problem solving, critical thinking and reasoning skills. There was also full compliance in five out of ten schools moderated in the Free State for Mathematics and Business Studies. All the assessment tasks were of the required standard. In the other four schools there was partial compliance: the experiment was not to the required standard since there was no evidence that the learners' practical skills were assessed.

In Mpumalanga (Accounting), Umalusi detected several areas of non-compliance. For example, the CAPS requires that approximately 10% of all examination question papers should address problem-solving questions using critical and creative thinking. This was not catered for in most of the formal tasks administered. Additionally, many questions in the formal assessment tasks were recycled from previous papers, with no innovation. The June examination Paper 2 was the only task that included problem-solving questions and had not recycled past papers. Anomalies were also detected in Mathematical Literacy, ranging from an incorrect analysis grid for all formal assessment tasks, incorrectly allocated marks in the investigation tasks and the absence of a graph attached to the investigation task.

In the Gauteng schools sampled for Economics the evidence indicated that the assessment tasks covered the content adequately and as prescribed in the CAPS. The evidence indicated a fair distribution of cognitive levels, according to Bloom's taxonomy. The questions in the assessment tasks encouraged critical thinking skills and the mark allocation was appropriate for the assessment tasks administered. A case study analysis grid was available. The questions in History were well formulated and covered the required levels of difficulty and spread of cognitive levels, as stipulated in the CAPS document.

f) Question types

This criterion is concerned with the level of question difficulty and its alignment to mark allocation. It is also used to check the range and spread of questions, the appropriateness of the content and the language and terminology used for the Grade 12-level learner. Umalusi verifies whether questions in each assessment task tested the intended skills and knowledge.

Based on the evidence from the samples, the assessment tasks administered in most schools were valid and reliable and included sufficient information to elicit suitable responses. Umalusi noted, however, that in six of the ten Free State schools moderated for Economics the assignment resembled the controlled test.

In Geography in the Eastern Cape, the moderation revealed that both June and Preliminary Examinations question papers had a variety of questions that measured the prescribed knowledge and skills in learners. The question types ranged from objective to paragraph. The mark allocation was clearly indicated and correlated with the level of difficulty and time allocation.

In the Northern Cape, the moderated schools for Mathematical Literacy administered the assessment tasks set by the PED. There was full compliance: mark allocation was clearly indicated and sufficient information was included in all assessment tasks.

The PED complied with this criterion, especially where common assessment tasks were administered.

g) Source/stimulus material

This aspect of the moderation aims to check that the materials used in the assessment tasks are user friendly, relevant to the subject matter and of accessible language for the Grade 12 learner.

The source and stimulus materials used were well chosen and appropriate for most subjects. For example, in Economics all the schools in Gauteng complied fully: stimulus materials were subject specific, readable and clear in all the assessment tasks sampled. The tables in the assessment tasks were appropriate for the subject. For Mathematics, the graphs, tables and diagrams were clear and legible in all verified tasks.

In the Eastern Cape, the source-based questions for History were clear, legible, error free, subject specific, of appropriate length, relevant and appropriate. In the Free State, in Business Studies the scenarios used in all assessment tasks were appropriate and of the required length.

The source materials for Accounting in Mpumalanga were of appropriate length, were subject specific, clear and legible. Interpretation skills were adequately tested under analysis and interpretation questions. In the Western Cape, the source materials used in Marine Sciences were subject specific, of an appropriate length and were linked to questions; they were therefore relevant and of a scientific nature. There was compliance with the criteria in this category and PED complied adequately with this criterion.

h) Marking tools

The marking guideline is a crucial document for ensuring fairness in marking. Umalusi's task is to check whether each assessment task has a marking guideline; and that this will effectively facilitate fair marking.

In three PED that were moderated teacher files for History provided marking guidelines for every assessment task and the guidelines were well developed. In the moderated subjects, the marking tools were well typed, included mark allocation and allowed for alternative responses. Umalusi noted an exception in Business Studies (Limpopo), where the marking guideline for the presentation task for Term 2 did not have relevant ticks and the mark allocation next to the question. This may have disadvantaged learners during the marking of the assessment task.

i) Moderation of teacher file(s)

The moderation must take place at all levels, from schools, cluster or district to provincial and national levels, before external moderation by Umalusi. Evidence of moderation can be provided by using reports and evidence from learners' scripts.

There was evidence of moderation not only at school level but also at provincial and national levels for most subjects verified in the sample of schools. Useful, signed comments by provincial and national moderators were found in these files. This was commendable.

There was no evidence in the teacher files of pre-moderation of assessment tasks in all six Eastern Cape schools sampled for the moderation of Economics. Post-moderation was conducted in four of the six schools, at school/ cluster/district moderation levels, while provincial moderation was conducted, with constructive feedback, in all the sampled schools. In History, there was no evidence of pre-moderation tools for assessments tasks in all files moderated.

In the Free State there was no evidence of pre-moderation of assessment tasks for Economics. Shadow moderation was noted in two of the eight schools, where an incorrect response was marked as correct in the case study (Question 1.1.2) and which the departmental head of moderation could not pick up. The HoD posed a concern to subject teachers for the submission of unsigned SASAMS mark sheets and indicated this as non-compliance with assessment and CAPS requirements. This affected two of the eight moderated schools. In addition, evidence of task moderation was minimal or missing in half of the files for Mathematics. Such moderation plays an important role in the development of assessment tasks and evidence that it has taken place should always be provided. It is good to note that there were schools that were fully compliant with this criterion.

2.3.2 Part 2: Learner Files

a) Learner performance

This section reports on findings regarding learner performance in each of the assessment tasks. The learner performance in the sampled scripts varied depending on the topic, the level of difficulty and cognitive levels of the questions. The learners' performance in all subjects moderated varied from poor to good. The following was noted:

Learner performance in Accounting, varied across the PED, depending on the topic, level of difficulty and cognitive levels. In most schools sampled, weaker learners provided poor quality responses on reconciliations, financial indicators, statements of financial position, cash flow statements, theory questions and depreciation. It is concerning that learners could not earn easy marks. Some learners still do not understand the formats, misplace items in the financial statements and use incorrect formulae of financial indicators despite the formula sheet being provided.

In Economics (Free State, Gauteng and Mpumalanga), learner performance varied from poor to satisfactory. It was evident that learners struggled with higher order questions. It was noted that they scored good marks in research task but underperformed in tasks that were written under controlled conditions.

In Mathematics, in North West, underperformance was evident in most schools moderated. Learners performed dismally, especially in the preliminary examination.

In the Eastern Cape, most learners' performance was poor but especially in paragraph-type and geographic information system questions. There was evidence of a low level of preparedness because they also had challenges with Paper 2 of the preliminary examination, which consisted of questions on prescribed content (mining – platinum and the industrial core region). Some learners did not attempt questions, possibly because they perceived them as difficult.

In Marine Sciences in the Western Cape learners performed above 30%. However, no learner scored above a level 5. There were no high performers in the group. In Mathematics most learners underperformed in most schools, especially in the preliminary examination and controlled tests, across the PED. Most learners SBA performance in Economics was very poor, with levels ranging from level 1 to level 4 per school. Few learners could get good marks, above 50%, in different tasks. Most learners struggled with Section A of the

June examination, based on concepts, with the poorer learner getting 4/30. Middle and high cognitive level questions remained a challenge throughout the schools. The exception was Life Sciences, where learners interpreted the assessment tasks correctly. The learners' responses met the expectations and demands of the assessment tasks. The learners were able to respond to all the aspects (at different levels of difficulty) as set in the tasks.

In Life Sciences (Northern Cape), learners scored well for the practical task. However, they struggled in the trials with Paper 1 and Paper 2. In Geography (Mpumalanga) the performance of most learners indicated that they met expectations and the demands of the assessment tasks. The learners were able to answer all the questions for all the tasks, indicating that they were taught.

The SBA performance in all moderated subjects varied across the PED.

b) Quality of marking

This reports on findings on the quality of marking, including adherence to the marking guidelines and providing feedback.

In Economics the marking of learner scripts was consistent with the marking tools in most schools sampled. The minor deviations found were due to misallocations of method marks and leniency in the marking of open-ended questions. In one school some parts of a question had not been marked. The transfer of marks to mark sheets was in good order in all learner files.

In Mathematics (North West) marking was of good quality in all 11 schools moderated. It was encouraging to observe most markers applying consistent accuracy, marking appropriately where necessary. All mark deviations recorded by Umalusi were within the tolerance range.

In Geography (Eastern Cape) the marking in most schools was largely consistent and adhered to the marking guidelines; however, there were cases where learners were credited for incorrect responses or vice versa. Leniency in marking was evident: there was a huge variance in marks allocated by the teacher and those of the provincial and Umalusi moderators.

Umalusi noted that marking deviations in most subjects were within the tolerance range.

c) Moderation of learner files

Moderation of learners' evidence of performance take place at school, cluster/district, provincial and national levels. Umalusi moderates the marking to verify that the moderators have conducted moderation with integrity.

There was evidence that learners' work had been moderated at different levels: school, district and provincial levels; evidence of national moderation was evident in few subjects. In most schools moderation was accurate; however, the provision of feedback in the form of reports was minimal.

2.4 Areas of Improvement

Umalusi noted the following areas of improvement:

a. Useful comments made by the provincial and national moderators were included in the teacher files;
b. Constructive feedback was provided by provincial moderators in the schools sampled for the moderation of Economics (Eastern Cape); and
c. Marking was of good quality and there was appropriate application of consistent accuracy in marking in all 11 moderated schools in Mathematics (North West).

2.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. Administration of own tasks that were not fully compliant with CAPS, (Mathematical Literacy, Mpumalanga);
b. Poor recording of tasks completed for each term as a form of evidence of all tasks administered (Mathematical Literacy, Northern Cape);
c. Minimal and/or missing evidence of moderated tasks in 50% of the files for Mathematics in the Eastern Cape;
d. Use of old/outdated PoA (English First Additional Language, Western Cape);
e. Unsigned SASAMS mark sheets submitted for moderation of Economics (Free State); and
f. Leniency in marking of Geography (Eastern Cape) as evidenced by huge variances in mark allocations after moderation.

2.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. Internal moderation processes are strengthened, and teachers are upskilled on moderation practices to improve the implementation of the SBA process (recurring directive from 2022); and
b. Schools adhere to subject policies and procedures and implement current programmes of assessment in all subjects.

2.7 Conclusion

Umalusi noted an improvement in the presentation of the required teacher and learner files, as per the CAPS prescription for assessment tasks and preliminary examination papers. The DBE is encouraged to attend to the areas of non-compliance, in both the current year and the previous year, for improvement and development in the implementation of SBA.

CHAPTER 3: MONITORING THE STATE OF READINESS TO CONDUCT EXAMINATIONS

3.1 Introduction

As part of its quality assurance function and statutory obligation, Umalusi engages in a critical process to audit the state of readiness (SOR) to ensure that the assessment bodies are adequately prepared for the conduct, administration and management of national examinations at exit-point. Minimum standards have been established as a means of evaluating and determining potential risks that could compromise the integrity and credibility of the examinations.

The main objectives of the audit were to:

a. Evaluate the level of readiness of the Department of Basic Education (DBE) and provincial education departments (PED) to conduct the November 2023 National Senior Certificate (NSC) examination;
b. Follow up on the progress made in implementing the recommendations for improvement and compliance following the previous examination cycle;
c. Ascertain if the systems that have been put in place by the DBE are being adhered to across the PED to ensure the integrity of the November 2023 NSC examination; and
d. Provide feedback on the DBE's current level of preparedness to administer the November 2023 NSC examination.

The findings presented in this chapter provide an account of the DBE level of readiness to conduct, administer and manage the November 2023 NSC examination. The chapter, further, highlights areas of improvement and areas of non-compliance; and issues directives for compliance and improvement that the DBE is required to address and report on to Umalusi.

3.2 Scope and Approach

Umalusi maintained the adopted risk management-based approach used in the previous examination to determine the DBE's state of readiness to conduct, administer and manage the November 2023 NSC examinations.

The following process was followed:

a. The DBE conducted a self-evaluation of its state of readiness and submitted the report to Umalusi for evaluation.
b. A desktop evaluation of the self-evaluation was conducted.
c. A risk profile was determined from the self-evaluation.
d. Evidence verification was conducted.

3.3 Summary of Findings

Following are the findings of Umalusi's evidence-based verification:

3.3.1 Compliance Status on the Readiness Levels to Conduct, Administer and Manage the Examination

a) Management: Capacity to conduct the quality assurance of the examination and assessment processes by the assessment body

To address the directive issued in the 2022 NSC examination in which the DBE was urged to mitigate staff shortages in the national and provincial examination directorates, the DBE, through a survey of all PED, revealed that there was evidence that key positions had been advertised by the PED to ensure these were filled prior to the commencement of the examination. However, due to the National Treasury Instruction on cost containment measures for the 2023/24 financial year, a moratorium was placed on appointments, with no improvement. This led to a failure by the PED to fill the positions before the commencement of the examination.

To mitigate the impact of staff shortages, the November 2023 NSC examination activities, in their entirety, were to be managed through contingency plans put in place by the PED to ensure that the examination is delivered credibly. Umalusi was presented with the intervention strategies the nine PED were to implement and found all to be relevant and achievable.

b) Registration of candidates and centres

i. Candidate registration

There were a total of 898 520 candidates registered for the November 2023 NSC examination, comprising 717 377 full-time candidates and 181 143 part-time candidates.

The candidates' registration was completed as per the national management plan. While the DBE encouraged the PED to use the national learner registration data system, the South African School Administration Management System (SA-SAMS), only eight of the nine PED used the system for uploading the data for the class of 2023 NSC cohort. The Western Cape Education Department (WCED) used the Centralised Educational Management Information System (CEMIS) to extract learner registration data before final upload to the department's registration mainframe.

The gravity of errors in the learner registration data provided by the SA-SAMS was detected across the eight PED, which were entirely dependent on the SA-SAMS to extract learner registration data. This challenge excludes the Western Cape whose data was extracted from the CEMIS. It must be noted that the detected errors were later corrected and resolved through measures and support provided by the DBE. Ultimately all candidate data was successfully entered on the department's Integrated Examination Computer System (IECS).

Subject changes were managed within policy prescripts; for the 2023 NSC, the DBE did not register any new subjects, thus the approved subject structure of 2022 was retained. Notably, the requirements to grant immigrant status were effectively managed across the PED.

An improvement was observed where PED put different advocacy campaigns in place to bring awareness of available accommodations.

Umalusi was satisfied with the intensified measures the DBE demonstrated in ensuring that, nationally, the registration of candidates was accurately captured and managed uniformly.

ii. Registration of the examination centres

The reports on audited examination centres were provided as evidence and records were filed appropriately across PED. The PED adopted an approach where school audits were conducted through desktop evaluation, followed by a sampled verification process, per PED, of the districts. Some designated examination centres were established to accommodate part-time candidates and these were also audited to establish their state of readiness. In KwaZulu-Natal, some full-time centres would accommodate part-time candidates in examination centres to minimise management challenges that may be experienced in establishing designated centres.

The deployment of resident monitors in all designated examination centres was among the many contingency plans and strict controls to be adopted by the PED in the management, conduct and administration of the examination.

The PED effectively implement Umalusi policy in managing centres that are undergoing the accreditation process. Umalusi was able to issue approval letters to the PED that applied for examination status concessions on behalf of independent schools. In 2022, Umalusi issued a directive that required the DBE to ensure that concession requirements be upheld, across unaccredited centres. In a drive to standardise the implementation of the requirements, an accreditation briefing session was successfully held with assessment bodies, on 18 August 2023. The PED were found to be compliant with Umalusi's requirements.

Umalusi commends the DBE/PED for conducting the audit of examination centres and for ensuring that independent schools complied with Umalusi accreditation requirements. Notably, the examination centres requiring special resources were also audited. These included centres offering South African Sign Language Home Language, Information Technology, as well as Computer Applications Technology subjects. These examination centres were found compliant with the minimum requirements set by the DBE for administering specialised examinations.

iii. Marking centres

The DBE established 190 marking centres for the marking of the November 2023 NSC

examination. All marking centres were audited, across the nine PED. Umalusi was satisfied with the stringent measures the DBE put in place, which, among others, detailed the roles and responsibilities of marking centre managers. The PED were able to outline risk assessment strategies to be followed should unforeseen circumstances occur during the marking of the November 2023 NSC scripts.

The detailed findings from Umalusi's monitoring of the marking centres is reported in Chapter 7.

c) Management of internal assessment/school-based assessment (SBA)

Umalusi conducted an on-site audit to evaluate the management of the internal assessment systems and conducted evidence-based document analysis. All PED were in possession of the DBE Examination Instructions issued in 2023 and all were implemented in line with the specified timelines. The management plans for quality assurance of internal assessment and related components were adhered to across the PED.

The outcome of Umalusi moderation of SBA, orals and practical assessment tasks (PAT) is reported in Chapter 2.

d) Printing, packaging, storage and distribution

i. Printing

All (100%) of the November 2023 NSC question papers were moderated and approved. In eight PED the printing was to take place in-house, the exception being Limpopo, where the printing was to be outsourced. Seven PED had printed in-house in the previous examination. The North West PED was to print its maiden question papers for the November 2023 NSC examination in its newly acquired precinct. Umalusi verified and found in order a management plan that detailed all relevant procedures to be adhered to during the printing of the question papers.

Umalusi conducted independent on-site audits of the WCED, Northern Cape Education Department (NCED), the Free State Education Department (FSED) and the Mpumalanga Education Department (MPUED) printing sites. Printing of the KwaZulu-Natal Education Department (KZNED), the Eastern Cape Education Department (ECED) and the Limpopo Education Department (LIMED) were verified, alongside the DBE verification. The audit revealed that precincts were adequately secured, in accordance with the requirements of the DBE. Umalusi was also able to verify the signed service level agreements, between the PED and service providers. It was noted that each of the PED contracted reputable service providers.

Umalusi was satisfied with the security measures that the DBE put in place to safeguard the credibility and integrity of the NSC question papers. This included declarations and conflict of interest forms that were completed by staff who handled the question papers and scripts. While delays in the vetting of staff remain an area to be improved, the involvement of the State Security Agency (SSA) in independent auditing of printing sites is commendable.

ii. Packaging and storage points

Notable improvements were observed in the packaging of question papers and answer books during the audit. Some PED invested in automated packaging of question papers, reducing manual handling. The sealing of question papers was strengthened, through tamper-proof measures. Umalusi audited and evaluated question paper storage points. Non-negotiable criteria, which are in line with DBE norms and standards for security of question papers were outlined to the PED. In North West, Limpopo and Free State PED, the DBE found that the criteria were not met. Limpopo and North West PED were granted partial approval status for their storage points. The three PED were ordered to develop improvement reports and their latest status, to be submitted to the DBE prior to the start of the examination on 30 October 2023.

The DBE was commended for enforcing the non-negotiable criteria to strengthen the security of storage points, as well as the progress that was noted in several PED. For example, the Northern Cape, Western Cape and Gauteng PED had invested in technology-driven devices to safeguard question papers.

iii. Distribution

The management plan, which stipulated the distribution of the question papers, was verified and approved by Umalusi. The systems put in place by the PED for distributing question papers instilled confidence that the PED would be able to manage the distribution of question papers for the November 2023 examination. All consignments were delivered safely to the identified storage points and mitigating strategies to counter any risks that might be encountered at the time of distribution were put in place. The DBE is commended for all efforts made to document minimum-security measures for the storage of examination materials, as these will assist in standardising procedures.

All PED outlined their delivery plans, with clear timelines and points of delivery. The distribution of question papers was to be managed as per the national norms and standards issued by the DBE. In the event of any deviation from the norms and standards due to unforeseen circumstances, authorisation for deviation would be requested from the DBE for approval.

Umalusi was satisfied with the security measures the DBE provided to safeguard the credibility and integrity of the NSC question papers. The security measures are regarded as classified information and cannot be published, except to highlight that the audit of the printing sites by the national SSA, in addition to the security measures set out by the DBE/PED, were successfully completed. Notably, the SSA findings were limited to the DBE and heads of examination in the nine PED. Corrective measures to address some risk areas highlighted in the SSA report were prioritised and attended to by the time of the Umalusi verification visit.

A directive issued in 2022 required that the major criteria determined for storage and nodal points be adhered to. In 2023, the DBE approved a good number of storage points as being fully compliant with the five-point major criteria requirements, compared to the same time in 2022, as evidenced in the audit report.

e) Monitoring of examination

Measures were put in place by the DBE to ensure that the November 2023 examination is monitored in accordance with the prescripts of the regulation that governs the management, conduct and administration of the NSC examination. The PED also profiled the examination centres, according to risk levels. These were further categorised as low, moderate or high risk. While many stringent contingency measures were put in place by the PED to handle possible risks that might compromise the credibility of the examination at these examination centres, approaches to track and reduce irregularities were also put in place. The risk assessment of the monitoring of the examination and sound mitigating strategies were clearly outlined. The PED made a commitment to closely monitor the high-risk centres through either a total takeover of the management of implicated centres or by deployment of resident monitors.

The establishment of provincial training teams (PTT) was one of the notable improvements implemented by the DBE in 2023, as a way of standardising invigilation training. The training sessions for chief invigilators and invigilators were conducted prior to the commencement of the November 2023 NSC examination. Each of the nine PED could obtain training plans from training manual resources. Training included interventions that addressed directives issued by Umalusi in 2022.

For 2023, the DBE set a pre-determined 70% monitoring coverage standard, to be achieved by all PED. However, the KZN PED, for instance, may not achieve the 70% monitoring coverage. The challenges included, but were not limited to, a shortage of human resources and the capping of travel kilometres, while the National Treasury directive on cost containment measures could also impact staff. All nine PED, including the DBE, were able to recruit and appoint monitors. The training sessions were conducted across the PED prior to the start of the examination on 24 October 2023.

In line with standard operating procedures for managing delivery and collection of question papers, the DBE set out a distribution point process. A key area that the DBE put in place was the development of norm times for the collection and return of scripts by chief invigilators. Each of the nine PED were in possession of norm time schedules.

f) Marker audit and appointments

Umalusi conducted an audit of the appointed markers in all PED to ascertain if the requirements were met. The management plans for the recruitment and appointment of markers were verified. According to the marker audit conducted, there were no marker shortages in all but one PED: in Limpopo, few applications were received for four subjects. This compelled the PED to undertake another recruitment drive, through head-hunting. The Western Cape was commended on its new strategy adopted to mitigate a shortage of markers. This entailed the appointment of markers per subject and not per paper. Umalusi was satisfied with the systems the PED put in place for the recruitment and appointment of marking personnel.

The findings on the audit of appointed markers are outlined in Chapter 4.

g) Systems for capturing of examination and assessment marks

Umalusi was satisfied with the systems put in place by the PED for the capturing of marks, which demonstrated a level of readiness for effectively capturing marks. Data capturers were to be sourced from the pool used during previous examinations.

h) Management of examination irregularities

The DBE has functional structures at both national and PED levels that deal with examination and assessment irregularities. The national strategy to combat examination irregularities is in place; additionally, each PED has stringent mechanisms in place to combat irregularities.

An awareness advocacy drive was presented through pledge ceremonies that took place across all PED. For 2023, the DBE extended the pledge signing to include educators in all schools administering the NSC Grade 12 examination. All nine PED managed to put in place strategies to curb the recurrence of irregularities; all such strategies were presented to Umalusi during the verification visit.

Based on observations of the June examination, a significant reduction in irregularities suggests the effectiveness of the strategies used by the DBE/PED. However, the functionality of the School Assessment Irregularity Committee remains an area that requires the support of the Provincial Examination Irregularities Committee (PEIC) for it to expedite its role and responsibilities.

Umalusi remains confident that the demonstrated maturing of the system in the management of irregularities will safeguard the integrity and credibility of the 2023 examination.

3.3.2 Areas with Potential Risk to Compromise the Credibility of the Examination

The PED were furnished with feedback on risks identified by Umalusi, from the outcome of the audit and verification processes. The following were critical risks that require attention from the PED before the writing of the 2023 NSC examination commences:

a. Delays in the filling of existing vacancies;
b. Errors in learner registration data provided by the SA-SAMS across the eight PED, excluding the Western Cape;
c. Partially approved storage points in Limpopo, North West, and Free State;
d. Limited monitoring capacity to cover the DBE pre-determined 70% target in Free State and KwaZulu-Natal;
e. Late disposal of the 202211 scripts in Limpopo; and
f. Delays in vetting of staff appointed for the handling of live question papers.

3.4 Areas of Improvement

The following areas of improvement were noted:

a. A strategy by the Western Cape PED to mitigate the shortage of markers, by appointing markers per subject and not per paper; and
b. Appointment of the SSA to provide an external, independent audit of the national key point where question papers are printed and stored.

3.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. A staff shortage at provincial and district level;
b. Storage points in selected PED which did not meet the DBE non-negotiable major criteria in Limpopo, North West and Free State; and
c. Delays by the SSA in the vetting of staff in the examination directorate but, largely, staff who are directly involved in the handling of live question papers.

3.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. Sustainable and achievable mitigating strategies to address staff shortages are in place;
b. Clear timelines are set for all PED to strengthen security in the storage points, with the intention that non-negotiable, major criteria, as determined, are fully complied with, nationally; and
c. A clearly defined contract management solution is set between the DBE and the State Security Agency to accelerate the vetting of staff involved in live handling of question papers across the nine PED.

3.7 Conclusion

The findings of the state of readiness audit and the verification processes revealed that the DBE was adequately prepared to conduct, administer and manage the November 2023 NSC examination. The evidence submitted to and verified by Umalusi was of an acceptable standard. Umalusi was satisfied with the various systems implemented by the PED to ensure that potential risks that could compromise the credibility and integrity of the November 2023 NSC examination are mitigated.

Umalusi was able to provide feedback on the outcome of the conducted verification process to the PED and commend the prompt action taken by the PED to address the identified risks.

CHAPTER 4: AUDIT OF APPOINTED MARKERS

4.1 Introduction

Umalusi conducts the audit of appointed markers to ensure that the internal controls, processes, guidelines and policies implemented by assessment bodies in appointing marking personnel for the National Senior Certificate (NSC) examination are adequate, effective and aligned with the Personnel Administrative Measures (PAM). In pursuit of this goal, Umalusi deployed moderators and verifiers to the nine provincial education departments (PED) to confirm the appointment of an adequate number of qualified marking personnel possessing the necessary qualifications with adequate experience, as outlined in the PAM and the criteria/requirements stipulated by the PED.

This chapter reports on the selection and appointment of marking personnel for the November 2023 NSC examination of the Department of Basic Education (DBE).

4.2 Scope and Approach

Umalusi performed an audit of the appointed marking personnel across the nine PED for the subjects specified in Annexure 4A. The audit was conducted off-site. It involved a desktop verification of the evidence submitted by the PED on the selection and appointment of marking personnel. The processes and procedures used by each PED to select and appoint markers were analysed against the requirements outlined in the PAM.

Table 4A provides the criteria used for the audit of the selection and appointment of markers at various levels.

Table 4A: Criteria used for the audit of the selection and appointment of markers

Marking personnel	Criteria
Markers	Compliance with notional marking time
Senior markers	Qualifications and subject specialisation
Deputy chief markers	Teaching experience
Chief markers	Marking experience
Internal moderators	

4.3 Summary of Findings

Below are the detailed findings of the audit, which are based on the criteria outlined in Table 4A.

4.3.1 Compliance with Notional Marking Time

Each PED ensured the adequacy of marking personnel appointments across all levels by cross-referencing the number of candidates registered for a subject with the estimated time required to mark each script. Umalusi used the notional marking times per question paper provided by the DBE to evaluate/verify the adequacy of appointed markers across levels.

a) Markers

The PAM obligate the PED to appoint sufficient markers across question papers in line with the approved notional marking times. The PAM, again, stipulate that 15% of appointed markers at all levels must be novice markers. In cases where a PED cannot achieve the 15% requirement, the Head of Department (HoD) must approve the deviation, based on a detailed motivation.

The number of markers appointed for each question paper, per subject, was appropriate in most PED. The exception was with the appointment of a higher percentage of novice markers in KwaZulu-Natal for Accounting Paper 1. The percentage of appointed novice markers was 26%, a higher percentage than the prescribed 15%. The same was the case in the Northern Cape where novice markers constituted 24% in Life Sciences Paper 1 and Paper 2 and 39% in Mathematics Paper 1 and Paper 2. The senior markers and deputy chief markers, therefore, may bear a substantial responsibility to ensure that novice markers uphold the established standards.

The number of marking personnel appointed per question paper in all PED was sufficient and aligned with the specified notional marking times for each question paper, except for the isolated cases stated above.

b) Senior markers

The number of senior markers to be appointed is determined by the number of markers appointed per question paper. According to the PAM requirements, the PED must maintain a ratio of 1:5 of senior markers to markers for all question papers. In situations where it was not possible to maintain the 1:5 ratio of senior markers to markers, a deviation could be permitted with the approval of the HoD, based on the provision of a detailed motivation.

The subjects audited across the PED met the criteria, except in Mathematics Paper 1 (Free State PED), where 11 senior markers were appointed for 67 markers; and for Paper 2, where 12 senior markers were appointed for 72 markers. The ratio was maintained at 1:6 and 1:7, respectively. No evidence was provided by the PED that approval for the deviations was sought from the HoD.

In Gauteng PED, in Engineering Graphics and Design Paper 1, non-compliance with the ratio of 1:7 in the appointment of senior makers to markers was observed. The PED appointed seven senior markers for 44 markers, which translated into a 1:6.3 ratio of senior markers to markers.

c) Deputy chief markers

The PED largely adhered to the required ratio of 1:5 of deputy chief markers to senior markers, with the following exceptions:

For Economics Paper 1 in Gauteng, the ratio of deputy chief markers to senior markers was 1:7, which did not comply with the stipulated 1:5 ratio. Four deputy chief markers were appointed for 28 senior markers. According to the PED, the appointed deputy chief markers had vast experience at both senior marker and deputy chief marker positions: therefore, this would not compromise the moderation.

d) Chief markers and internal moderators

The PAM regulations stipulate the mandatory appointment of both a chief marker and an internal moderator for all subjects and question papers. All PED fully adhered to this requirement, by ensuring that chief markers and internal moderators for all subjects and question papers were appointed.

4.3.2 Qualifications and Subject Specialisation

In accordance with PAM guidelines the minimum qualification for marker appointments requires a recognised three-year post-school qualification that includes the subject concerned at second- or third-year level, or any other appropriate post-Grade 12 qualification(s).

a) Markers

There was full compliance with qualifications and subject specialisations for all markers appointed by all PED.

b) Senior markers

All PED observed compliance with the process of appointing senior markers. The appointed senior markers for the audited subjects possessed the necessary subject specialisations in their qualifications.

c) Deputy chief markers

The audited PED complied fully with the qualification requirements as set out in the PAM for the appointments of the deputy chief markers. They were qualified with relevant subject specialisations.

d) Chief markers and internal moderators

The regulations pertaining to the conduct, administration and management of the NSC examination stipulate that chief markers and internal moderators must be contractually appointed for a four-year term. The chief markers and internal moderators were appointed in 2020 for a period of four years, therefore their contracts would terminate at the end of 2023. All chief markers and internal moderators audited possessed the appropriate qualifications and subject specialisations.

4.3.3 Teaching Experience

According to PAM, candidates seeking appointment as markers at different levels must have a minimum of three years' experience as an educator in the specific subject or a related area, along with at least two years' teaching or other curriculum-related experience within the last five years at Grade 12 level in the respective subject.

a) Markers

All audited markers complied with PAM requirements. The following was noted:

In Limpopo, four markers with only one year of teaching experience were appointed for English First Additional Language (FAL) Paper 2. There was no evidence indicating that the PED received approval for the relaxation of appointment criteria from the Director-General: DBE.

b) Senior markers

The teaching experience of senior markers within the sample group met the specified criteria.

c) Deputy chief markers

The appointed deputy chief markers for the audited subjects in the PED met the specified requirements.

d) Chief markers and internal moderators

The chief markers and internal moderators appointed had at least eight years of teaching experience in the further education and training (FET) phase and a minimum of five years of experience teaching the specific subject at Grade 12 level.

4.3.4 Marking Experience

The PED considered the appointment of both experienced as well as novice markers for the audited subjects, according to the PAM guidelines.

a) Markers

The PED demonstrated a clear commitment to appointing novice markers for assessing the audited subjects. While there was no precondition for prior marking experience, the focus remained on prioritising experienced markers, with an additional allocation of 15% for novice markers. The PED that provided such information complied with this norm.

In the Northern Cape novice markers constituted 24% of appointed markers in Life Sciences and 39% in Mathematics, as well as 26% in Accounting Paper 1 in KwaZulu-Natal. These exceeded the policy stipulations; the PED minutes did not provide an explanation for these deviations and their management.

b) Senior markers

The PAM stipulates that senior markers must have a minimum of two years of experience as a marker in the relevant subject. The senior markers appointed for the audited subjects fulfilled the PAM's specified requirement.

c) Deputy chief markers

To be appointed as a deputy chief marker, applicants were expected to have five years of marker experience, along with a minimum of two years' experience as a senior marker in the subject they applied for. The marking experience of the deputy chief markers for the audited subjects adhered to the specified criteria.

d) Chief markers and internal moderators

In the 2020 audit, full adherence to the criteria were observed since chief markers were appointed on a contractual basis. The PED did not communicate any replacements in these marking personnel for the 2023 NSC examination.

4.3.5 Enhancements made by PED (Outside of the PAM)

Although all PED adhered to the PAM requirements for recruitment, selection and appointment of marking personnel, certain improvements were observed, as outlined below:

In KwaZulu-Natal for Physical Sciences Paper 1, experience in teaching and marking, as well as a balance in gender, race, demographics and rurality, were closely observed in the appointment of novice markers. Extensive minutes and notes were made available by the Provincial Marker Selection Committee of meetings for the audited subjects in the Northern Cape and for Afrikaans FAL in KwaZulu-Natal.

As of the previous audit, the Western Cape PED-appointed marking personnel wrote a competency test in selected subjects. Applicants who obtain less than 60% in the competency test would be re-trained. If after the retraining they still could not meet the requirement, they would not be eligible to mark. The Western Cape PED also included marking experience as a requirement, with a minimum of three years for the appointment of senior markers, compared with the PAM stipulation of a minimum of two years' experience as a marker in the relevant subject.

The Eastern Cape PED increased the teaching experience requirement in the subject from two years' teaching at Grade 12 level to three years within the last five years, at the appropriate level.

The PED enhanced the PAM requirements to ensure that suitably qualified and capable markers are appointed in appropriate positions.

4.4 Areas of Improvement

Umalusi noted the improved submission of minutes of meetings of the Provincial Marker Selection Committee in six out of the nine PED, as requested in 2022.

4.5 Areas of Non-Compliance

The following areas of non-compliance were observed:

a. Non-adherence to the ratio of 1:5 in the appointment of senior markers to markers and deputy chief markers to senior markers [Mathematics Paper 1 (Free State), Engineering Graphics and Design Paper 1 (Gauteng) and Economics Paper 1 (Gauteng)];
b. Non-adherence to 15% in the appointment of novice markers, as per the PAM regulations [Mathematics Paper 1 and Paper 2 (Northern Cape), Life Sciences Paper 1 and Paper 2 (Northern Cape) and Accounting Paper 1 (KwaZulu-Natal)]; and
c. Appointment of markers who did not meet the threshold of a minimum of three years' experience as an educator in the specific subject or a related area, along with at

least two years' teaching or other curriculum-related experience within the last five years at Grade 12 level in the respective subject [English First Additional Subject Paper 2 (Limpopo)].

4.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. The PED adhere to the ratio stipulated for the appointment of senior markers to markers and deputy chief markers to senior markers;
b. The PED adhere to the appointment of 15% of novice markers and, where deviations are inevitable, approval to deviate should be sought from the Director-General or HoD as per the PAM requirement; and
c. The PED adhere to a threshold of a minimum of three years' experience as an educator in the specific subject or a related area, along with at least two years' teaching or other curriculum-related experience within the last five years at Grade 12 level in the respective subject when appointing markers across subjects.

4.7 Conclusion

Improvement was observed in most PED in aligning with the stipulated PAM requirements for selecting and appointing markers at all levels. The strengthening of the criteria by the PED in the selection and appointment of marking personnel, outside of the PAM, is encouraged.

CHAPTER 5: MONITORING THE WRITING OF THE EXAMINATION

5.1 Introduction

Umalusi carries out oversight monitoring on the conduct, administration and management of the national examinations to assess the compliance of the assessment bodies to the regulations that govern the National Senior Certificate (NSC) examinations and to determine whether examinations are delivered credibly.

The Department of Basic Education (DBE) administered the national November 2023 NSC examinations, which commenced officially on 30 October 2023 and concluded on 6 December 2023, with examination rewrite sessions for Information Technology Paper 1 and Computer Applications Technology Paper 1. The rewrite session was intended for candidates who, due to technical glitches their work was not captured and had to be given another opportunity to rewrite the examinations. The Life Orientation examinations which are conducted internally by the schools took place in September 2023.

While providing a summary of the findings of the monitoring of the writing, this chapter also highlights any areas of non-compliance. These translate into directives for compliance and improvement, which the DBE is required to address and report on.

5.2 Scope and Approach

The DBE established 6 889 examination centres to accommodate the November 2023 NSC registered candidates nationally. Umalusi monitored 275 of the examination centres, which included an extended oversight undertaking conducted by the chief executive officer, executive managers and senior managers. The centres monitored for the writing of the examination are listed in Annexure 5A.

Umalusi used the instrument for monitoring the writing of examinations and related methodologies (observations and interviews), to gather the data used in this chapter.

A list of the examination centres found to be non-compliant is provided in Annexure 5B.

5.3 Summary of Findings

The reported information and conclusions are limited to findings from the monitored examination centres.
These findings were subject to the availability of evidence and data at the examination centres at the time of Umalusi's visit.

5.3.1 General Administration

a) Management of examination question papers

Umalusi noted an improvement in the management of the examination question papers, as all the monitored examination centres fully complied with the prescripts of the regulations pertaining to the conduct, administration and management of the NSC examination, in respect of regulation 26.

Chief invigilators or authorised personnel collected the question papers from the established distribution points, with the exception of a few examination centres in KwaZulu-Natal where the provincial education department (PED) officials delivered question papers daily, prior to the commencement of the examination session. Authorisation letters for the collection of examination materials (i.e., question papers and answer books) and norm times for collection of question papers at the distribution points were in place across examination centres and their authenticity was verified by Umalusi.

The chief invigilators verified the correctness of the question papers and whether these were sealed on collection from the distribution points, including those delivered by the district officials. The same protocols and procedures were demonstrated during the collection of question papers for the South African Sign Language Home Language (SASL HL) papers and the Life Orientation common assessment task (LO CAT). The dispatch documents were duly signed and securely filed for record keeping at the monitored centres, except at 15 centres where the dispatch documents were not made available for Umalusi to verify.

b) Appointment records of invigilators

The records of invigilator appointments were in place and properly filed in the majority of centres; except at one where there was no evidence to confirm that the chief invigilator had been formally appointed in writing and at two other centres where there was no record of the appointment of invigilators. There was also no evidence to confirm that the chief invigilators and invigilators were trained for the current examination session at five other centres.

c) Management of invigilators' attendance

The management of invigilators' attendance was adhered to by examination centres, except for the following inconsistencies:

i. At two centres, the regulated ratio of 1:30 was not adhered to, with more than 30 candidates allocated to one invigilator;
ii. At six examination centres there were no invigilators' timetables, relief timetables or attendance registers in place;
iii. Chief invigilators did not ensure that the attendance registers were prepared and signed at the other nine centres; and
iv. Invigilators did not arrive on time at three examination centres.

d) Examination document management

Umalusi noted an improvement in examination document management. All but one monitored examination centre fully complied with this criterion; at one there was no copy of the official timetable for the current examination available. At two centres, not all candidates were registered to write the examination and at one centre there was no examination file available.

There were no examination manuals at 12 centres. The examination manual was developed by the Examination Management Directorate to ensure a common approach to the examination system across all examination centres. The desired standards for the conduct,

administration and management of the examination might not be attained in the absence of the manual, which could compromise the rights of the candidates to a fair and equitable assessment and, to some extent, impact on the credibility of the examination.

5.3.2 Credibility of the Writing of Examinations

a) Security and supply of question papers

The security of the question papers was compromised at nine monitored examination centres where there were no strong rooms or safes for the safekeeping of the supplied question papers and answer books. The following were noted with regard to the security and supply of question papers:

i. The entrance door and windows were not secured with burglar bars at one centre, while in three other centres the question papers were stored together with documents for lower grades; and
ii. At three centres the question papers were stored in the chief invigilators' cars for safekeeping after collection from the distribution point, awaiting direct distribution to the examination room at the stipulated time of the start of the examination.

The examination centres received sealed question papers and these were opened in full view of all the candidates. It was found that in all centres monitored, all devices (hardware and software) necessary for the writing of SASL (HL) were checked and found to be compatible for the SASL (HL) examination. These were secured, in line with the security procedures issued by the DBE.

b) Admission of candidates in the examination venue

With the exception of one centre, candidates were admitted to the examination rooms by invigilators at least 30 minutes before the commencement of the examination. The invigilators did not verify admission letters or identity documents of the candidates on admission to the examination room at ten centres. Seating plans were not available for the subject written on a specific date in three centres. For this reason, candidates were not seated according to the seating plan in these centres.

The candidates, including those who arrived late, were admitted to the examination rooms at all the examination centres.

The Computer Applications Technology examination sessions were well managed and in line with the prescripts of the regulation and all related examination procedures issued by the DBE.

c) Conduciveness of the examination venue

Most of the monitored examination rooms were found to be conducive for the writing of examinations as per the regulatory requirements of the conduct, administration and management of the examination. The furniture used was suitable and sufficient for all candidates. However, the following non-compliance issues were noted:

i. There was insufficient space to accommodate all the candidates at six examination centres. The criteria of one metre between candidates was not adhered to;
ii. While there was improper lighting at eight examination centres, water and toilet

facilities were not available at three other centres; and
iii. A high level of noise was reported at seven examination centres.

The examination sessions for the SASL HL were well managed as per the examination prescripts. The centres complied with the following regulatory requirements:

i. Individual candidates had their own workstations and the dividers were sufficiently suitable to provide privacy from viewing by other candidates;
ii. There was sufficient technical equipment available for each candidate;
iii. The workstations were big enough to allow candidates to sit far enough from the webcam to allow the signing space to be visible on the screen;
iv. There was adequate lighting in the examination room(s) and cubicles for each candidate; and
v. Generators and/or other contingency measures were in place, in case of power failures.

d) Administration of the writing session

Most examination centres fully complied with the administration of the writing session, with the exception of one centre where there was no clock or time-displaying device available and visible to all candidates. The examination rooms in all the sampled centres were free of any material/writing/drawings that could assist candidates in writing the examination.

At one centre a candidate was found with a cell phone that contained content that was related to the subject written on that day. An irregularity was recorded. The content was downloaded, printed and attached to the script as evidence. The use of a cell phone in the examination room is a serious non-compliance that could impact negatively on the credibility and integrity of the examination.

Umalusi also found that at 15 centres, calculators were not checked for compliance.

e) Compliance with examination procedures

The following shortcomings were noted relating to compliance with examination procedures:

i. Seventy monitored examination centres did not have evidence that they were verified by the assessment body for readiness to administer the examination;
ii. The invigilators did not verify the correctness of the information on the cover page of the answer books at nine centres; and examination rules were not read to candidates at 13 centres;
iii. The question papers were not distributed to candidates on time at two centres;
iv. At 15 centres invigilators did not check the question papers for technical accuracy with the candidates and the ten minutes' regulated reading time before writing was not adhered to in eight centres;
v. The examination did not start at the time indicated on the timetable at five centres. For this reason, the examination did not end at the time stipulated on the timetable at four centres;
vi. Candidates left the examination room temporarily and without an escort at three centres; and
vii. At two centres, candidates were allowed to leave the examination room during the last 15 minutes of the examination session.

The SASL HL examination was well managed, as prescribed.

f) Handling of answer scripts

Umalusi noted that all the monitored examination centres complied with the criterion on the handling of answer scripts. The answer scripts were collected by the invigilators after the candidates had finished writing. The scripts were counted and packed in secured areas. Moreover, all personnel in the packing rooms were authorised to be present during the process. The number of scripts corresponded with the number of candidates marked present to write the examination. The scripts were sealed in the presence of Umalusi monitors using the official satchel provided by the assessment body. The scripts were transported back to the nodal points by the authorised personnel.

All candidates' work was saved and verified by the candidates at the end of the examination. Invigilators for both the SASL (HL) and the CAT verified that candidate files were written to CD/storage media and could be opened.

g) Incidents with possible impact on credibility of the examination session

The following incidents with the potential to have an impact on the credibility of the examination session were noted:

i. The lack of a strong room or safe at nine examination centres for the safekeeping of examination material;
ii. Unregistered candidates at two centres;
iii. The use of a cell phone that contained content related to the subject being examined, noted at one centre;
iv. Late start and late ending of the examination at five centres;
v. At two centres the candidates' examination numbers did not appear on the mark sheet despite the candidates being registered; and
vi. At one centre 120 question papers were received instead of 170, which caused a delay in the commencement of the examination. Candidates were, however, compensated for the delay.

5.4 Areas of Improvement

The following areas of improvement were noted:

a. The use of scanners to detect cell phones and any metal-related material not required in the examination rooms.

5.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. Chief invigilators and invigilators did not perform examination duties as contemplated in paragraph 5 (1) and (2) of Annexure I of the regulation pertaining to the conduct, administration and management of the NSC examinations:

    i. Invigilators' attendance registers were not signed by all invigilators at nine examination centres;
    ii. Question papers were not stored safely in secured storage facilities at nine examination centres;

iii. Invigilators did not verify the admission letters/identity documents of candidates on admission to the examination room at ten examination centres;
iv. The examination rules were not read to the candidates at 13 examination centres;
v. The invigilator(s) did not check the question paper(s) with the candidates for technical accuracy at 15 examination centres;
vi. The examination did not start and end at the times indicated in the timetable at eight examination centres.

b. Pockets of incidents with the potential to compromise the credibility of the examination were noted as follows:
   i. There were unregistered candidates at two centres;
   ii. The use of a cell phone that contained content related to the subject was noted in one centre;
   iii. There were late starts and late endings of the examination at five centres;
   iv. At two centres the candidates' examination numbers did not appear on the mark sheet, although the candidates were registered; and
   v. At one centre, 120 question papers were received instead of 170, which caused a delay in the commencement of the examination. However, candidates were compensated for the delay.

5.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. All invigilation teams are continuously evaluated, to strengthen the implementation of regulation 30 and Annexure I, as provided for in the regulations pertaining to the conduct, administration and management of the NSC examination; and
b. Sustainable and continuous innovative security measures are used to make sure an irregularity-free examination is conducted.

5.7 Conclusion

The findings clearly indicate that the DBE showed improvement in adherence to the examination regulations to ensure that the November 2023 NSC examination was credible. Umalusi found that the conduct, administration and management of the November 2023 NSC examination was of acceptable standard, regardless of the areas of non-compliance that were noted. Strict measures must be implemented by the assessment body to mitigate areas of non-compliance.

CHAPTER 6: MARKING STANDARDISATION MEETINGS

6.1 Introduction

Marking guideline standardisation meetings take place prior to the commencement of the marking of candidates' scripts. The meetings aim to ensure accuracy of the marking guidelines prior to their use for the marking of scripts. Umalusi external moderators and verifiers, as well as the Department of Basic Education (DBE) examining panels and the provincial education department (PED) delegates (chief markers and internal moderators) attend these meetings. For subjects selected for centralised marking, the meetings are attended only by the examining panels, markers and external moderators.

Umalusi participated in the marking guideline standardisation meetings for the November 2023 National Senior Certificate (NSC) question papers developed by the DBE. The purpose of the marking guideline standardisation meetings was to achieve the following objectives:

i. Revise and amend the original marking guidelines by incorporating agreed and approved alternative responses presented by PED delegates, including those arising from discussions among the delegates;
ii. Achieve a common understanding of the marking guidelines;
iii. Determine the appropriate tolerance ranges for each question paper; and
iv. Authorise the PED delegates who are required to train and supervise markers at marking centres in their provinces.

6.2 Scope and Approach

The DBE held 135 marking guideline standardisation meetings for question papers written in the November 2023 NSC examination. Forty of these were selected for centralised marking. Umalusi quality assured the marking guideline standardisation meetings by evaluating them against a set of criteria. The criteria are grouped into three parts, as illustrated in Table 6A. Part A has two criteria and Part B and Part C, three criteria each.

Table 6A: Criteria for the quality assurance of marking guideline standardisation meetings

Part A Preparatory work		Part B Processes and procedures			Part C Training at marking standardisation meetings
1	Pre-marking guideline standardisation meetings (8)[a]	3	Processes and procedures during marking guideline standardisation meetings (5)[a]	6	Training of senior marking personnel (8)[a]
2	Preparation by senior marking personnel (2)[a]	4	Mediation of marking guidelines (9)[a]	7	Authorisation of senior marking personnel (4)[a]
		5	Role of external evaluators (5)[a]	8	Quality of final marking guidelines (7)[a]

[a] Number of quality indicators

The numbers in brackets next to each criterion in Table 6A refer to the number of indicators attached to each criterion.

6.3 Summary of Findings

This section presents the findings of the marking guideline standardisation meetings as weighed against the set of criteria listed in Table 6A. The levels of compliance with marking guideline standardisation criteria of each question paper is detailed in Annexures 6A and 6B (centralised marking). The data informing the compliance levels of each question paper is summarised in Table 6B and 6C (centralised marking).

A marking guideline standardisation meeting is rated as 100% compliant (all respects) when it complies with all the quality indicators in a criterion. A compliance level of 50%–99% with the indicators is rated as compliant in most respects, while 10%–49% is rated as limited compliance. A marking guideline standardisation meeting that has not complied with any of the indicators in a criterion is rated as no compliance.

Table 6B: Percentage compliance of marking guidelines per criterion

Criteria	Level of compliance per criterion (%)		
	All respects	Most respects	Limited respects
Pre-marking guideline standardisation meeting	86	14	0
Preparation by senior marking personnel in the assessment body	98	1	1
Processes and procedures	91	9	0
Mediation of the marking guidelines	98	2	0
Role of external moderators	100	0	0
Training of the senior marking personnel	100	0	0
Authorisation of senior marking personnel	89	11	0
Quality of the final marking guideline	99	1	0

Table 6C: Percentage compliance of marking guidelines per criterion (centralised)

Criteria	Level of compliance per criterion (%)			
	All respects	Most respects	Limited	No compliance
Pre-marking guideline standardisation meeting	70	0	0	30
Preparation by DBE panels	65	0	0	35
Processes and procedures	87	3	0	10
Mediation of the marking guidelines	93	0	0	7
Role of external moderators	90	0	0	10
Training of the marking personnel	83	0	0	17
Authorisation of the marking personnel	80	3	0	17
Quality of the final marking guideline	100	0	0	0

Sections 6.3.1 to 6.3.3 provide a detailed report on the findings, per criterion, of the marking guideline standardisation meetings.

The DBE issued Examination Instruction No. 38 of 2023, which outlines the procedures to be followed relating to the centralised marking of selected low-enrolment subjects for the 2023 NSC examination. The marking guideline standardisation meetings for the question papers of these subjects are also reported on in this chapter.

6.3.1 Part A: Preparatory Work

a) Pre-marking guideline standardisation meeting

Table 6B indicates that the level of compliance with this criterion was at 86% full compliance and 14% compliance with most indicators. Non-compliance with the submission of reports by provincial internal moderators for consideration at the pre-marking guideline standardisation meetings by examining panels and external moderators was observed in the following question papers:

i. Afrikaans Home Language (HL) Paper 1 and Paper 2 – Northern Cape;
ii. Civil Technology (Construction) – North West;
iii. Economics Paper 2 – Northern Cape; and
iv. Mathematics Paper 2 – Mpumalanga.

The following reports were not considered at the pre-marking guideline standardisation meetings because they were submitted late:

i. Agricultural Sciences Paper 2 – Free State;
ii. Civil Technology (Civil Services) – Gauteng;
iii. Consumer Studies – Northern Cape;
iv. Economics Paper 1 – Gauteng and Northern Cape;
v. English HL Paper 3 – Gauteng and Northern Cape;
vi. IsiXhosa HL Paper 2 – Northern Cape;
vii. Physical Sciences Paper 2 – Northern Cape; and
viii. Visual Arts – Free State.

It was noted that there were no reasons advanced for the failure to submit, or the late submission of the reports. It was further noted that the late submission of the Consumer Studies report (Northern Cape) was due to the refusal by the Director of Examinations to accept it. His contention was that the report, which reflected that the question paper was fair, was not objective. He wanted the internal moderator to find fault with it as that could help in the consideration for the adjustment of marks.

The examining panels and external moderators across all the question papers considered inputs in provincial reports and those emerging from their discussions. They revised the preliminary marking guidelines where necessary and produced amended marking guidelines to be used on the first day of the marking guideline standardisation meetings.

Examination Instruction No. 38 of 2023 made no provision for pre-marking guideline standardisation meetings for centralised marking subjects. However, as indicated in Table 6C, 28 (70%) of the 40 question papers held the meetings, mainly to discuss the preliminary guidelines and produce marking guidelines to pre-mark a sample of scripts before the marking guideline standardisation meetings with the appointed markers took place.

b) Preparation by senior marking personnel in the assessment bodies

As part of the preparation to participate meaningfully in the meetings, the DBE required that all provincial delegates pre-mark 20 dummy scripts each. The data in Table 6D compares the percentage compliance of 20 scripts pre-marking per province over a period of three years (2021, 2022 and 2023).

Table 6D: Percentage compliance of 20 scripts pre-marking per province

Provinces	Met requirements 2021 (in %)	Met requirements 2022 (in %)	Met requirements 2023 (in %)
Eastern Cape	80	86	91
Free State	76	76	80
Gauteng	75	61	85
KwaZulu-Natal	83	78	85
Limpopo	84	79	86
Mpumalanga	93	90	90
Northern Cape	38	96	100
North West	46	78	77
Western Cape	71	56	85

Seven provinces recorded an increase of between 4% and 29% compliance with this requirement in 2023 compared to 2022, the exceptions being North West and Mpumalanga. In the comparative years, Gauteng and Western Cape recorded an improvement of 24% and 29% compliance respectively, while the Free State and Northern Cape scored an improvement of 4%. However, Northern Cape is commended for attaining full compliance (100%) with this requirement in 2023. This is in line with the directive issued by Umalusi in 2022 for the DBE to ensure that provincial internal moderators and chief markers meet the pre-marking requirement.

North West recorded a decline of 1% (77% in 2023 compared to 78% in 2022), while Mpumalanga remained static at 90% compliance in 2023, as in 2022.

Non-compliance with the pre-marking of 20 dummy scripts was due to the following reasons:

i. The internal moderators and chief markers marked the same scripts as noted in the Free State, Gauteng and North West for Afrikaans First Additional Language (FAL) Paper 1, IsiXhosa FAL Paper 3 and Mathematical Literacy Paper 1;
ii. The internal moderators and chief markers were supplied with fewer than the required 20 dummy scripts by their PED. This was observed in Limpopo (Information Technology Paper 2, Afrikaans FAL Paper 1 and Civil Technology – Woodworking); Gauteng (Afrikaans FAL Paper 3, Afrikaans Second Additional Language (SAL) Paper 1, Afrikaans SAL Paper 2 and Afrikaans SAL Paper 3); Eastern Cape (Afrikaans FAL Paper 3); North West (Afrikaans HL Paper 3 and Information Technology Paper 2); Free State (Consumer Studies and Information Technology Paper 2); KwaZulu-Natal (History Paper 1); Mpumalanga (Civil Technology – Woodworking); and Western Cape (Civil Technology – Civil Services); and
iii. The provincial delegates received dummy scripts late, leaving them little time to complete the marking before the first day of the marking guideline standardisation meetings. This was the case for Civil Technology – Civil Services (Mpumalanga); Dramatic Arts (Gauteng); Hospitality Studies (Free State); and Visual Arts (KwaZulu-Natal).

In respect of the centralised marking, the DBE Examination Instruction No. 38 of 2023 does not make provision for the pre-marking of 20 dummy scripts, because there are no provincial panels for the question papers. It, however, states that the DBE panel members are expected to complete the pre-marking of scripts at the DBE centralised venues. The Examination Instruction is not explicit on the number of scripts that must be pre-marked by the DBE panels in preparation for the marking guideline standardisation meetings.

Table 6C indicates that the DBE panels engaged in pre-marking in 26 (65%) of the 40 centralised marking question papers.

6.3.2 Part B: Processes and Procedures

a) Processes and procedures during the marking guideline standardisation meetings

The DBE used either online or mixed modalities for the marking guideline standardisation meetings. In respect of the mixed modality, the DBE panels were located at the DBE premises in Pretoria, while the provincial panels were located at PED selected venues from which they joined the meetings virtually via the Microsoft Teams platform.

The DBE examining panels managed all the aspects relating to the centralised marking guideline standardisation meetings, which were hosted at Waterkloof High School in Pretoria. However, the DBE opted for centralised marking venues in provinces as follows:

i. Ixopo High School in KwaZulu-Natal for IsiZulu SAL Paper 1, Paper 2 and Paper 3; and
ii. South African College High School in Western Cape for English SAL Paper 1, Paper 2 and Paper 3; and IsiXhosa SAL Paper 1, Paper 2 and Paper 3.

The DBE made all organisational and logistical arrangements to facilitate the discussions at the marking guideline standardisation meetings timeously. However, the link to the meeting on the first day of the marking guideline standardisation meeting of Visual Arts was shared late and training scripts were shared only on day two of the marking guideline standardisation meeting. These two instances impeded the start of the meeting and the training process.

The perennial problems of internet connectivity and loadshedding kept occurring from time to time during the marking guideline standardisation meetings. These were experienced during the meetings for, among others, Afrikaans HL Paper 1 and Paper 2, Civil Technology – Construction and Computer Applications Technology.

The level of compliance with this criterion was high at 91% compliance in all respects and 9% in most respects. Centralised marking attained a compliance score of 91% (87% full compliance and 3% most respects). The 10% non-compliance is accounted for by the following:

i. The printing of the Sepedi FAL Paper 1 dummy scripts was delayed and caused a late start of the pre-marking guideline standardisation meeting; and
ii. Dummy scripts for Sesotho SAL Paper 2 and Paper 3 were made available only after a request for them. This negatively impacted the limited time available for the marking guideline standardisation meeting.

b) Mediation of the marking guidelines

The marking guideline standardisation meetings attained a high level of compliance with this criterion at 100% (98% in all respects and 2% in most respects). The mediation of the marking guidelines entailed the following:

i. On-screen sharing of the marking guidelines;
ii. A thorough interrogation and analysis of the marking guidelines, question by question by all participants in the meetings;
iii. Changes and/or amendments where they were deemed necessary and appropriate;
iv. Rejection of responses deemed to be ill-suited to the marking guidelines; and
v. Approval and signing off of the marking guidelines by Umalusi.

It was noted that there were no questions, across all question papers, that elicited a large/disproportionate number of responses (except questions that required open-ended responses). The changes that were made to the marking guidelines did not alter the cognitive levels or levels of difficulty of the questions across all the question papers.

c) Role of the external moderators

The external moderators played a crucial role in the marking guideline discussions, especially where there was a divergence of viewpoints among participants. They intervened and mediated the discussions by providing clarity on why certain answers could be accepted for inclusion in the marking guidelines and others not. In this regard, the external moderators had the final say.

The task undertaken by external moderators was executed well and attained a full compliance level of 100%. For centralised marking, the corresponding figure was 90% full compliance.

6.3.3 Part C: Training at Marking Guideline Standardisation Meetings

a) Training of senior marking personnel

The DBE provided the participants with three dummy scripts that they were required to mark by applying the amended marking guidelines. After marking each question, the participants compared marks allocated and discussed variances, if any, and agreed on a consensus score. This contributed to reducing inconsistencies in marking and a better understanding of the marking guidelines and their correct application in the marking process. An agreed tolerance range was established for the question papers.

The training of the provincial participants was effective; attested to by full compliance with this criterion, as reflected in Table 6B.

For centralised marking, the full compliance figure for this criterion was at 83%, as shown in Table 6C. For Xitsonga Paper 1, Paper 2 and Paper 3, there were no appointed markers because of the small number of enrolled candidates for the subject.

b) Authorisation of senior marking personnel

After the training, the provincial panels were required to mark an additional three dummy scripts individually and without discussion to ascertain if they were able to apply the marking guidelines accurately and within the established tolerance range. The scores obtained by the panels determined the authorisation of the provincial panels.

Compliance with this criterion was attained at 91% fully compliant in 86 of the 95 question papers. The internal moderators and chief markers in this category were duly authorised. In nine question papers (9%), some of the internal moderators and/or chief markers were not authorised; among others, the following:

i. Internal moderator and chief marker of KwaZulu-Natal – Afrikaans FAL Paper 1;
ii. Internal moderator of Western Cape – Afrikaans FAL Paper 3;
iii. Internal moderator of Limpopo – English HL Paper 1;
iv. Internal moderator of Free State and chief marker of Eastern Cape – English HL Paper 3;
v. Internal moderator of KwaZulu-Natal – Geography Paper 2;
vi. Chief markers of Eastern Cape and Free State – History Paper 2; and
vii. Chief markers of KwaZulu-Natal and North West – Life Sciences Paper 2.

The responsibility to provide additional support to the provincial panels who were not authorised and ensure that marking in the provinces was not compromised, lay with the DBE internal moderators and DBE marking moderators.

Full compliance with this criterion for centralised subjects was attained, at 80%. Only one marker for Sesotho SAL Paper 3 marked outside the tolerance range. Non-compliance was noted in Xitsonga Paper 1, Paper 2 and Paper 3.

c) Quality of the final marking guidelines

The final marking guidelines across all the question papers, including for centralised marking of question papers, aligned well with the indicators of this criterion, as attested to by the full compliance shown in Table 6B and Table 6C. The marking guidelines were clearly laid out, unambiguous and incorporated sufficient detail to provide guidance to markers to ensure credible and reliable marking.

6.4 Areas of Improvement

The following areas of improvement were noted.

a. An improvement in the pre-marking of 20 scripts requirement by the provincial internal moderators and chief markers was recorded in seven provinces in 2023 compared to 2022; and
b. Northern Cape recorded full compliance with the pre-marking requirement in 2023.

6.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. Five pre-marking provincial reports were not submitted and eight were submitted late;

b. Some of the delegates marked the same scripts and others received fewer than the required 20 pre-marking scripts from their PED; and
c. The Director of Examinations (Northern Cape) interfered with the submission of the Consumer Studies provincial report.

6.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. All pre-marking provincial reports are submitted timeously;
b. Provincial delegates receive the requisite number of pre-marking dummy scripts; and
c. The PED examination officials do not interfere with the professional duties of the provincial delegates.

6.7 Conclusion

The findings of the monitoring of the marking guideline standardisation meetings, as outlined in this report, attained acceptable levels of compliance with the eight criteria against which they were measured. It was confirmed that all the final marking guidelines produced by the marking guideline standardisation process were fit for the purpose of facilitating accurate marking at the provincial marking centres. However, the pre-marking issues alluded to in this report require that the DBE address them with the provinces. Attention should also be given to the failure of some of the senior marking personnel to mark within given tolerance ranges, even after training.

CHAPTER 7: MONITORING OF MARKING OF EXAMINATIONS

7.1 Introduction

Umalusi conducts oversight monitoring of the marking processes to ascertain the level of preparedness of the Department of Basic (DBE) for this undertaking, across nine decentralised marking centres.

The DBE scheduled the national marking period of the November 2023 National Senior Certificate (NSC) scripts from 7 to 22 December 2023.

This chapter provides a summary of findings of the monitoring conducted. Further, it gives an account of areas of improvement and areas of non-compliance. It highlights directives for compliance and improvement that the assessment body is required to address and report on.

7.2 Scope and Approach

The DBE established 190 marking centres nationally for the marking of the November 2023 examination scripts. Umalusi monitored 21 marking centres, as listed in Annexure 7A. Annexure 7B details the centres implicated in non-compliance issues.

Umalusi used the instrument for monitoring of the marking centres, as well as related methodologies (observations and interviews), to gather the data for this chapter.

7.3 Summary of Findings

This chapter is a consolidated report indicating the findings on the monitoring of the different marking centres in each of the nine provinces.

The information and conclusion on the findings in this chapter were limited to:

a. The sample of the monitored marking centres; and
b. The availability of evidence and data at the marking centres at the time of the Umalusi visit.

These findings are presented in line with the criteria prescribed for the monitoring of the marking instrument.

It was pleasing to note that uniformity in following the prescribed protocols, as set out by the assessment body, has finally been achieved. Minor areas of non-compliance are tabled in Annexture 7B at the end of this chapter.

7.3.1 Planning and Preparations

This sub-section is aimed at determining the level of planning and degree of preparation the assessment body made for the conduct and management of scripts.

The different provinces conducted the marking process in line with their developed marking plans, the details of which are discussed here:

a) Arrival of appointed personnel

At all centres monitored the marking centre management teams reported for duty according to the management plan. In Gauteng centre managers took responsibility for the marking centres as early as 1 December 2023. The last centre opened on 8 December 2023 in North West.

The marking personnel signed attendance registers on arrival at the marking centres. The registers were verified and found to be in order.

All markers were appointed according to the list approved by the Heads of Department. In most centres, audited lists of appointments could be verified. However, at one centre in North West the list had not been updated. The list for English First Additional Language Paper 1 reflected that 30 senior markers had been appointed, as opposed to 23. There were two markers that were promoted to be senior markers but the list reflected their status as markers.

All markers had to produce signed appointment letters on arrival. This was a compulsory directive to guard against those not appointed and this measure was consistently applied across all provincial education departments (PED). Marking personnel across different levels arrived on the scheduled dates.

It was pleasing to note that there were sufficient personnel available during the registration processes at the various centres, which enabled marking to commence on time and according to the management plan.

b) Availability of marking management plans

All centres developed comprehensive management plans for marking. Management plans highlighted personnel and the dates and times of marking activities to be executed during the marking process.

It was clear that all marking centres were managed strictly according to the marking management plans and that the centres had all required preparation and planning paperwork in place.

Overall, the preparations for marking at each centre monitored were well structured and executed as planned.

c) Availability of scripts and marking guidelines

The availability of marking guidelines, on time, at the marking centres showed a vast improvement on concerns raised during previous marking sessions. The assessment body provided marking guidelines timeously at all centres prior to the start of training of the marking personnel. At only one centre, in the Western Cape, the marking guideline for Afrikaans, the paper written last, was received just in time, as training commenced. The just-in-time delivery of the marking guideline had no impact on training.

As a result of the timeous delivery of scripts, control and verification could be done before the arrival of the marking teams and no delays in training marking personnel were experienced.

d) Distribution, storage and safekeeping of script

The transportation of scripts in and out of the marking centres was managed by the PED and strict security was adhered to in all provinces. Outsourced service providers delivered scripts, while escort teams were provided by contracted security firms. In Kwazulu-Natal PED, the South African Police Services (SAPS) team formed part of the escorts. In the Western Cape PED, departmental officials accompanied the scripts to the marking centres and back to the script archive centre in Maitland.

At the marking centres security personnel escorted the script consignments to the appointed script control room managers and accompanied the material to the control rooms for checking and safe storage.

In Gauteng, scripts were locked in the control rooms with alarm systems linked to the SAPS. The centres were equipped with surveillance cameras and overnight security was stationed at the centres.

It was clear that the safeguarding of scripts moving to and from marking centres and storage at the centres were given the highest possible priority.

e) Management and control of scripts

On delivery at marking centres, scripts were checked and recorded to ensure that all scripts were accounted for until distribution to the chief markers of the different subjects.

At all centres the movement of scripts was under the supervision of security guards to ensure that no script, or batch of scripts, was moved by a single person. In the Eastern Cape, scripts were delivered in marked bins by an outsourced courier company. Lists specifying the delivered consignment were used to confirm whether the full consignment of scripts was received.

In Gauteng, scripts arrived in locked trucks provided by the PED. At the marking centres, security personnel took charge of the scripts from the trucks to the marking centre control room, where all scripts were scanned. Script control managers received the consignment on the delivery day for storage in the control room.

In the control room script control managers used dispatch sheets to record scripts and the mark sheets accompanying each batch of scripts. All the scripts were counted to check for alignment with what was captured in the mark sheets received.

All centres made use of effective recording and signed dispatch forms for the flow of scripts from one location to another to track and trace all scripts.

It was clear that control over and movement of scripts at all marking centres were of high and acceptable standard and ensured that all scripts were always safe and secured.

7.3.2 Resources (Physical and Human)

a) Suitability of the infrastructure and equipment required for facilitation of marking

Suitable marking centres were established in safe localities where there was enough space to accommodate scripts and marking personnel.

At all centres monitored the facilities comprised an administration office that was fully equipped with printing machines and sufficient and ample furniture suitable for marking. Centre management had access to all necessary facilities, such as scanners, computers, uncapped Wi-Fi, telecommunications and intercom systems.

All marking centres met the necessary requirements for the establishment of a marking centre. However, at one centre in the Free State it was found that, as in the previous year, there was a shortage of water in the school hostel. This affected the bathing/showering needs of the markers.

b) Capacity and availability of marking personnel

The centres in Kwazulu-Natal found that all appointed marking personnel honoured their marking appointments. In the Free State, one marker for Setswana did not report, while a few other appointed markers in other provinces did not report for marking, due to various reasons.

Notably, no marking centre experienced any marker shortages, owing to contingency plans that were in place. In cases where markers could not avail themselves, marker replacements were considered through the use of marker reserve lists. This strategy was standardised and implemented nationally. These reserve lists were made available to Umalusi for verification.

Interestingly, the Western Cape Education Department (WCED), in addition to the use of a reserve marker list, adopted a strategy where appointed markers would be required to mark one or two papers within selected subjects. For instance, both History Paper 1 and Paper 2 scripts were marked by a pool of appointed markers; but in English Home Language, only Paper 1 was marked by all appointed markers, who had to split into the marking of Paper 2 and Paper 3. In this way, the WCED was able to address the cases where few marker applications were received.

It was found at all centres monitored that the marking processes and activities proceeded as planned. This was a clear indication that the marking teams, under the leadership and supervision of the senior markers, had the capacity and ability to fulfil their duties as markers effectively and with integrity.

c) Conduciveness of the marking centre and marking rooms (including accommodation for markers)

All centres were found to be well resourced and levels of silence and cleanliness were upheld throughout the marking sessions. This ensured pleasant environments suitable for marking. Centres were equipped with relevant resources in line with the specification of the service level agreements.

Adequate space to accommodate the number of subjects allocated to be marked at the centres was verified. Where only a few subjects were marked, enough rooms were allocated to accommodate marking. The furniture used was suitable and appropriate for the markers.

The script control room had adequate space and all bins or containers used during the delivery of scripts could be stored in the control rooms.

Suitable and comfortable accommodation was provided to markers of all PED where the markers were housed for the duration of the marking session. Two approaches were adopted by the PED in the Western Cape in dealing with marker accommodation. The PED provided accommodation in the school hostels for markers whose commute distance would be more than 70 km (single trip); those living closer could commute daily from their homes to the marking centres. In Gauteng markers commuted daily to and from the marking centres.

d) Quality of food provided to the markers

Markers were provided with three meals daily, prepared according to a prescribed menu that ensured nutritious food was served to all marking personnel, according to the assessment body's specifications.

It was clear that all centres made a great effort to provide for all the needs of markers' meal preferences. Religion and the different health conditions of the markers were taken into account in preparing the meals. At various centres tuck shops were open for the comfort of markers looking for a different snack or drink.

Due to the high number of marking personnel at most centres, breaks were staggered during the day. Markers in Gauteng had to supply their own meals and could claim a daily allowance for food and travelling.

At all centres reports were received that the kitchen and dining rooms were clean and hygienically sound.

e) Compliance with occupational, health and safety requirements

It was pleasing to note that, for the first time, all the centres fully adhered to occupational health and safety requirements. Adequate clean water and sanitation facilities were available at the marking centres. Electricity, fire extinguishers and fire hydrants were available and health and safety certificates were available for verification.

7.3.3 Provision of Security Measures

a) Access control at the marking centres

Security in all the marking centres across the provinces has reached high levels of competency over the last few years and the DBE needs to be commended for that. Identification was a key indicator used to access the premises and the security guards conducted checking and searching at the gate. All vehicles entering the marking centre were checked. Once inside the centre, other security staff also required any person who wanted to enter the room to identify themselves and produce their identification card. Unauthorised personnel without deployment or appointment letters were denied access to the marking facilities.

At one centre in the Free State, it was observed that there was no verification or searching of vehicles when the monitor arrived at the entrance. The monitor was also not escorted to the marking centre manager's office. Despite this one incident, it was clear that the PED had strict security measures in place at all centres in the different provinces. Security guards were stationed in key areas of the premises. All key areas in the marking centre were security controlled. Security guards, wearing identifiable uniforms, were visible on the premises and access control was of a high standard at all centres.

All centres had security 24 hours each day at the gate and on the premises. In addition, centres made use of closed-circuit television (CCTV) surveillance cameras, as well as alarm systems.

Marking personnel had to produce their identity documents and sign access registers at the gate. Except for the incident in the Free State Education Department (FSED) as noted above, all monitors and other officials were required to sign access registers, after which they were escorted by security guards to the centre manager where name tags were issued.

It was clear that centres maintained a high level of security at most of the marking centres, ensuring the safeguarding of scripts and marking personnel at all times.

b) Movement of scripts within the centres: script control and marking rooms

Throughout the years a system has been developed and refined to be used by centre managers and marking personnel, where the movement of scripts in all centres is strictly controlled at all stages during the marking process.

In Gauteng and the Free State, the deputy centre manager controlled the movement of all scripts in the control rooms. All scripts were verified during movement from and back to the control rooms.

Only authorised personnel were responsible for the movement of scripts from control rooms to the marking venues, under the strict supervision of security guards. In Kwazulu-Natal the scripts were acknowledged across levels of personnel authorised to handle them, by signing control forms. This was a measure of accountability protocol put in place by the PED. The following procedure was applied across the PED by all marking centres in the provinces:

i. Script control forms were issued by the PED;
ii. Scripts were scanned and recorded prior to distribution to the marking rooms;
iii. The chief marker organised the return of the scripts to the control room; and
iv. Scripts were counted by examination assistants before being scanned and boxed.

In other provinces, a clearly documented procedure was in place and standardised. Scripts were controlled through script control forms issued by the PED. All script batches were recorded prior to distribution to the marking rooms. On receipt of batches, the chief markers recorded the scripts. The same controls were applied when scripts were returned to the script control room, where scripts were again counted and checked manually by examination assistants.

After marking and checking, the scripts were packed and sealed in numbered containers.

At all centres, it was clear that great care was taken to ensure that the scripts were safe and secure on arrival, during the marking process and before being dispatched to the local PED for capturing and storage.

7.3.4 Training of Marking Personnel

a) Quality and standard of the training sessions across subjects

In 2023 all marking guidelines were available at the centres nationally at the commencement of marking. Training of marking personnel was the responsibility of the chief markers, who, with the assistance of the internal moderators, first trained the deputy and senior markers, prior to the arrival of the markers. Markers were then also trained by the chief markers, with the assistance of the deputy chief and senior markers. Attendance registers for training were verified.

The training was conducted in line with the management plan for each of the subjects allocated to the marking centres. It took place on the first day of marking, after the arrival of markers.

The findings on the quality and standard of the training sessions are reported in Chapter 8.

b) Adherence to norm time

Marking centres adhered to the determined norm times and centres opened from 07:00 to 20:00. A ten-hour norm time was pre-determined across marking centres in different provinces. This included the allocated two hours for the four breaks (morning and afternoon tea break, lunch and dinner).

The centres in the WCED adhered strictly to their developed operating procedure manual for marking centres, which specified the working hours from 07:00 to 19:00 daily.

The supply of back-up power in the form of generators in various centres was a great help to ensure no time was lost during marking hours due to loadshedding.

7.3.5 Management and Handling of Detected Irregularities

Chief markers facilitated the training of markers on the handling of alleged irregularities prior to the start of the marking guideline standardisation meetings. All markers were trained on how to identify an irregularity that might occur during marking.

A clear protocol and procedure to be followed when an irregularity was identified was available and emphasised during the training. Markers were told that should they identify an irregularity they were required to inform the chief or senior marker. They should complete marking the script without being biased. If the suspected irregularity identified during marking was confirmed by the chief marker, a prescribed irregularity report had to be completed and recorded in the irregularities register, before forwarding it to the irregularities manager, together with all incriminating evidence, for further investigation.

The process to be followed was similar across the provinces and investigation would include the following protocols:

i. Marker identifies suspected case/s of irregularities in the batch marked;
ii. Report the suspected irregularity to the senior marker in the group to determine if the case is worth investigating further by the deputy chief marker, internal moderator and chief marker;

iii. All cases of suspected irregularities, if confirmed, will be recorded in the irregularity register before being handed over by the marking centre manager to the Provincial Examinations Irregularities Committee (PEIC) for further investigation;
iv. All affected scripts will be removed from the batch, as evidence of irregularity to be investigated. After the investigation is concluded, the original script is returned to the relevant batch.

At the time of monitoring there was a minor irregularity identified at a centre in Mpumalanga, where a disk used by an amanuensis for dictation during an English examination session could not open. At the time of monitoring, officials were still attending to this problem. At another centre in the Northern Cape, one candidate wrote English First Additional Language Paper 1 instead of English Home Language. No other information regarding this issue was provided.

In the unlikely event of a lost script, the PED across provinces had controls in place to deal with all cases where scripts might be lost. The following procedures were in place:

i. Tracking of the scripts by attendance register from examination centre;
ii. Checking during packing at Head Office;
iii. Delivery notes received at the centre;
iv. Distribution of scripts to the marking room for marking; and
v. Return of scripts from markers to the chief markers and chief markers to the script control manager.

Only after this process is exhausted and if the script is not found, the script is declared lost and a concession application is submitted to the DBE. During the current marking session, no lost script was reported at the time of monitoring.

In all provinces it was reported that there were effective structures in place to deal with reported irregularities. The committee consisted of the chief and senior markers, control officers, internal moderators and the marking centre managers.

From Umalusi's findings, it was clear that detected irregularities were dealt with as per regulations pertaining to the conduct, administration and management of the NSC.

7.4 Areas of Improvement

The WCED adopted a strategy in which a pool of appointed markers in selected subjects marked Paper 1 and Paper 2 scripts in History; and Paper 1 in English Home Language, as a way to address too few applications received during marker recruitment.

7.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. A shortage of water at one centre in the FSED; and
b. Lack of proper security control at the entrance of one centre in the FSED.

7.6 Directives for Compliance and Improvement

The DBE should ensure that:

a. There is sufficient supply of water at the marking centres and the boarding facilities; and
b. Security personnel are trained on how to control security at the entrance to marking centres.

7.7 Conclusion

The findings indicate that there was a vast improvement since the 2022 examination in the levels of compliance at the monitored marking centres. The report further reveals that acceptable levels of compliance with the criteria for administration of a marking centre were achieved. Hence, it can be concluded that the environment for marking at all centres was conducive for the marking process, ensuring a successful marking session of the December 2023 NSC examination.

CHAPTER 8: VERIFICATION OF MARKING

8.1 Introduction

Umalusi plays a pivotal role in ensuring the quality of marking conducted by various assessment bodies. This process aims to validate the fairness, validity and reliability of the marking process. This effort contributes to establishing credibility for the National Senior Certificate (NSC) qualification. Umalusi conducted verification of marking of the November 2023 NSC examinations across all nine provincial education departments (PED) under the purview of the Department of Basic Education (DBE).

The specific objectives for verifying the marking were to:

i. Ensure that the Umalusi-approved marking guidelines were adhered to and consistently applied across PED;
ii. Establish if changes were made to the marking guidelines and if due process was followed;
iii. Determine if mark allocations and calculations were accurate and consistent; and
iv. Verify if internal moderation was conducted during marking.

This chapter reports on the verification of marking of the November 2023 NSC examination of the DBE.

8.2 Scope and Approach

Umalusi sampled 37 subjects, comprising 66 question papers, for verification of marking of the November 2023 NSC examinations, as listed in Annexure 8A.

The verification of marking of the DBE November 2023 NSC examinations for 33 sampled subjects was conducted on-site at 97 provincial marking centres. The marking of Agricultural Management Practices, Marine Sciences and South African Sign Language Home Language scripts was hosted at a centralised venue. The marking of Accounting, for the Gauteng Department of Education, was verified online.

Both the on-site and online verification of marking presented an opportunity for Umalusi external moderators to intervene as needed during the marking process. This allowed external moderators to offer immediate support to marking personnel while the marking process was in progress.

Table 8A outlines the criteria used for verification of marking. Criterion 1 focuses on the statistics and official appointment of markers; criterion 2 enquires into the application of the approved marking guidelines and changes and/or additions to the marking guidelines and processes followed; criterion 3 deals with the quality and standard of marking, internal moderation and addition and transfer of marks; and criterion 4 explores the candidates' performance.

Table 8A: Umalusi criteria for verification of marking

Criterion 1 Policy matters	Criterion 2 Adherence to the marking guidelines	Criterion 3 Quality and standard of marking and internal moderation	Criterion 4 Candidates' performance
Statistics	Application of the approved marking guidelines	Quality and standard of marking	
Official appointment of markers	Evidence of changes and/ or additions to the marking guideline and processes followed	Internal moderation of marking	
		Addition and transfer of marks	

8.3 Summary of Findings

The findings of the verification of marking are summarised in this chapter, in line with the criteria outlined in Table 8A.

8.3.1 Policy Matters

a) Statistics

The PED must adhere to a 1:5 ratio for appointing senior markers to markers and deputy chief markers to senior markers. This criterion was met in the verified subjects, except for the Xitsonga Home Language Paper 1, Paper 2 and Paper 3 in Limpopo. The ratio for the appointment of deputy chief markers to markers for Paper 1 was 1:6,5 and for both Paper 2 and Paper 3, it was 1:7.

Another requirement which must be met is the quota of novice markers to be appointed. The Personnel Administrative Measures (PAM) state that: "In selecting and appointing persons to the various examination-related positions, cognisance must be taken of the general need to build capacity among serving educators in order to ensure that there is a fair spread and representation in respect of districts, race and gender. Fifteen percent of the markers at all levels must be novice markers. In cases where a PED cannot make the 15% requirement, this must be approved by the Head of Department (HoD), based on a detailed motivation provided."

This requirement was met in most subjects, with the following exceptions:

English Home Language Paper 1 and Paper 3: In the Northern Cape in Paper 1, all four markers and senior marker were novices. This did not adhere to the guidelines regarding the appointment of novice marking personnel.

In KwaZulu-Natal in Paper 3, 33,3% of the appointed markers were novices. These appointments hampered the commencement of marking as rigorous training had to be conducted with a large group of novice markers.

In general, the PED performed exceptionally well in their efforts to adhere to the specified ratio of senior markers to markers. Notably, most provinces fulfilled the requirements for this criterion in most subjects.

b) Official appointments of markers

Almost all marking personnel were officially appointed for marking the sampled subjects for the November 2023 NSC examinations. This included Accounting, in Gauteng, which utilised an e-marking solution. The external moderator verified all appointment letters to validate official appointments. The following exceptions were noted:

Economics Paper 2: In North West one senior marker and two markers were found to be without official appointment letters. The internal moderator and chief marker sought the original list of markers and verified that these markers were indeed supposed to be marking, without letters of appointment issued accordingly. In a follow up, the three marking personnel were contacted to present themselves at the marking centre, which they subsequently did.

History Paper 2: In North West, only 59 markers possessed duly signed appointment letters. The remaining 19 markers, recruited due to a shortage at the venue, did not have such letters.

South African Sign Language Home Language Paper 2: The delayed finalisation of appointments from the provinces impeded the presence of markers at the centralised marking centre. Only three markers reported for duty on the first day of marking, because appointment letters were not available in time to release markers from their schools.

8.3.2 Adherence to the Marking Guidelines

a) Application of the approved marking guidelines

Most marking centres utilised the approved marking guidelines. These were officially stamped by the DBE and bore the signatures of both internal and external moderators. In the early phases of marking, a few minor discrepancies were observed in the application of the approved marking guidelines for certain subjects. Chief markers and internal moderators stationed at various marking centres addressed these instances of minor variations effectively.

b) Evidence of changes and/or additions to the marking guidelines and processes followed

The marking guidelines approved by Umalusi in the marking guideline standardisation meetings were implemented and followed diligently throughout the marking process. Some changes and/or additions to the marking guidelines were identified. In such cases, due process was followed in making the changes and/or additions. In all instances, approval from Umalusi was obtained. Approved changes were captured in the marking guideline and were signed by the DBE internal moderator and Umalusi external moderator. The following are typical instances where changes were made to the approved marking guidelines. Due process was followed to effect the changes:

Afrikaans First Additional Language Paper 2: During the marking in Gauteng, an alternative answer to Question 6.19.1 in one of the genres was discovered. This change was approved by Umalusi and was communicated to all marking centres prior to commencement of marking. The additional answer did not affect the Free State, as the genre was not applicable in that PED.

Physical Sciences Paper 1 and Paper 2: Additions to the marking guidelines were approved by Umalusi. Approved changes were captured in the marking guideline and signed by the DBE internal moderator and Umalusi external moderator. The changes were communicated via WhatsApp to the chief markers and internal moderators at each of the marking centres.

8.3.3 Quality and Standard of Marking and Internal Moderation

a) Quality and standard of marking

During the early phases of marking some subjects experienced variations in the allocation of marks. Most variations fell within the approved tolerance range. Various levels of moderation addressed and resolved all discrepancies through discussions, script re-marking and retraining of the markers affected. The inconsistencies identified regarding the application of the marking guidelines mainly involved the interpretation of open-ended questions and marking without consistent reference to the marking guidelines. The verification process uncovered the following aspects:

Business Studies Paper 1 and Paper 2: Following training in Northern Cape all markers adhered to the marking guidelines, albeit with some inconsistencies. These related to the placement of ticks and the allocation of marks for responses that were too vague. This was corrected.

Consumer Studies: In Eastern Cape, Gauteng and KwaZulu-Natal some markers initially encountered difficulties with questions demanding higher cognitive responses. However, the deputy chief markers, chief markers and internal moderators recognised these challenges at the onset of the marking process and resolved them through discussions with the relevant markers. In some cases, markers had to re-mark a pack of scripts.

Design Paper 1: In Northern Cape the marks of a small number of scripts fell outside the tolerance range and were returned for re-marking.

Dramatic Arts Paper 1: In Mpumalanga marking was planned for only five days and six hours. The appointed markers were to mark scripts from four provinces. Scripts from North West, and Limpopo were delayed. The delay and the number of days allocated for marking were detrimental to the quality and consistency of the marking. All the markers, both experienced and novice (including the chief marker and internal moderator), showed signs of rushed marking, with lack of detailed attention to layered candidates' responses. Of the 17 markers, three were novices; this was particularly noticeable in their marking. It was clear that the allocation, or calculation of the norm time, was not realistic or conducive to accurate and consistent marking.

In addition, the external moderator identified an answer that was consistently marked incorrectly, despite the answer being listed in the marking guideline. The chief marker responded that one of the senior markers had convinced the markers, as well as the chief marker and internal moderator, that this specific answer was merely a repetition of the question. The external moderator rectified this perception and had to remind the marking personnel that personal biases should not be introduced into the marking; and emphasised that the marking guideline had been approved at the marking guideline standardisation meeting.

English Home Language Paper 1 and Paper 3: In Northern Cape inconsistencies were detected in the marking of the Paper 1 scripts. The four appointed markers, as well as the senior marker, were novices and encountered challenges in establishing a consistent standard, despite continuous retraining and re-marking of batches of scripts. Consequently, the marking for Paper 1 was considered erratic, with variances exceeding the tolerance range. To address this the chief marker and internal moderator conducted 20%–30% more moderation on batches of 30 scripts, to minimise discrepancies.

In KwaZulu-Natal and Northern Cape inconsistencies noted in the verification process of Paper 3 were brought to the attention of the chief markers and internal moderators by the external moderators. Markers were alerted to these inconsistencies and senior markers were asked to moderate these questions in many more scripts, over and above the 10% they were moderating. Further verification by the external moderators indicated that the inconsistencies were decreasing and were within the tolerance range. The chief markers and internal moderators also ensured greater vigilance in the moderation of scripts marked by novice markers.

Geography Paper 1 and Paper 2: In Northern Cape some novice markers faced challenges in connecting the examples provided by candidates to the answers, especially in instances where the question allowed for the acceptance of examples, or when candidates offered descriptions in their own words. Upon identification of these issues, support and guidance were provided to these novice markers and more of their scripts were moderated. This led to improved accuracy and consistency in the marking process.

History Paper 1 and Paper 2: In Eastern Cape, Gauteng and North West, some marks allocated by the markers were outside the tolerance range. Such differences were identified at the onset of the marking process and addressed with the chief markers and internal moderators. In all these instances, the batches of scripts were returned to the respective markers, with feedback regarding the discrepancies. These discrepancies were subsequently resolved.

Additionally, in North West, a novice marker for Paper 2, whose marks for the essay question were outside the tolerance range, was redeployed to mark the source-based questions. This alleviated the discrepancy in mark allocation by this marker.

IsiNdebele Home Language Paper 1, Paper 2 and Paper 3: For most of the questions, markers in Mpumalanga were generally consistent and accurate in awarding marks. Inconsistencies in mark allocation occasionally occurred during the early phases of marking, with some marks above the agreed tolerance range. All inconsistencies were addressed at the different levels of moderation and resolved through discussions and retraining of the affected markers.

IsiZulu Home Language Paper 3: In KwaZulu-Natal there were discrepancies regarding the marking of Creative Writing, where some markers allocated marks above the tolerance range. This was corrected after discussions between the relevant markers and chief marker/ internal moderator.

Life Orientation: In Free State, Northern Cape, North West and Western Cape, a lack of consistency in marking was observed in scripts that were verified, as some markers awarded marks for incorrect responses in certain schools.

Mathematical Literacy Paper 1, Paper 2 and Paper 3: The errors identified at the Gauteng, KwaZulu-Natal and North West marking centres were promptly rectified through discussions with senior markers, deputy chief markers, chief markers and internal moderators. Preventive measures were adopted to avoid the recurrence of similar marking mistakes. Additionally, markers who failed to correlate candidates' responses with the marking guidelines were individually addressed by senior markers and/or chief markers to resolve discrepancies.

South African Sign Language Home Language Paper 2 and Paper 3: In Paper 2, marking at the onset was found to be inconsistent, especially for essay questions. Markers failed to allocate suitable marks to above-average responses, predominantly awarding average marks and potentially adversely impacting high-achieving candidates. This issue arose from the unfamiliarity of new markers with signing styles and nuances. Such discrepancies were brought to the attention of the internal moderator and these markers were retrained by the chief marker. Scripts were returned for re-marking upon the discovery of discrepancies. Due to the essay-type questions in, and number of novice markers appointed for, this paper, the marks for numerous scripts were outside the tolerance range. Although intervention discussions were held with all marking personnel, this tendency remained for a fair number of scripts. As a result, the marking of Paper 2 was deemed not fair, reliable or valid.

In Paper 3, the average deviation between the marker/senior marker/chief marker/internal moderator and the external moderator was 7,5%. Given that the acceptable tolerance range is 5%, it was reasonable to infer that the sampled scripts were not marked reliably. This was particularly evident for higher-achieving candidates. Although intervention discussions were held, some scripts remained outside the tolerance range. As a result, the external moderator deemed the marking of Paper 3 not fair, reliable or valid.

Sesotho Home Language Paper 2: In Free State and Gauteng some markers were outside the tolerance range, especially with the literary essay question. Marking improved to within the tolerance range following the involvement of the external moderator in discussions with both the internal moderator and chief marker.

Technical Sciences Paper 1: Certain markers inaccurately assigned marks for a definition in Question 4. In response, the external moderator urged the chief marker to ensure heightened vigilance among all markers when assessing this definition. This intervention by the chief marker solved the inaccurate marking.

Tourism Paper 1: In Eastern Cape and Mpumalanga discrepancies in mark allocation were noted in questions requiring candidates' personal interpretation, with occasional inconsistencies emerging in the initial stages of marking. All such disparities were addressed through various levels of moderation and resolved through discussions and retraining of the affected markers.

In Western Cape a marker encountered difficulties in aligning accurate answers with the marking guideline. The senior marker repeatedly returned incorrectly marked scripts to this marker. The external moderator directed the internal moderator to conduct additional moderation on a higher proportion of this marker's scripts. This alleviated the marking discrepancy.

Visual Arts Paper 1: Some scripts that deviated from the tolerance range were marked and moderated immediately following training. Through intervention by the chief marker, markers ultimately adhered to the prescribed tolerance range.

Xitsonga Paper 3: In Mpumalanga the first batch of scripts that were marked shortly after the marking guideline discussions and training exhibited variations in mark allocation. The issue was promptly addressed with the chief marker and internal moderator. The batches were sent back to the teams for corrections and subsequent batches demonstrated improvement.

b) Internal moderation of marking

Internal moderation was apparent at all levels for all verified subjects. Full-script internal moderation was conducted using different coloured pens at various levels. The quality of internal moderation was consistently upheld throughout the process. The following aspects were observed:

Accounting Paper 1 and Paper 2: In Gauteng moderators at all levels utilised the same colour for online moderation. The online system kept the marking distribution of the last moderator to moderate the script; as a result, it could not be verified whether moderation occurred at all levels.

In addition, in Paper 2 there was a deviation outside the tolerance range, between the allocated mark of a marker and the moderated mark. The external moderator discovered that the mark allocated by the marker was correct and the moderator was made aware of this discrepancy.

Furthermore, several scripts from the verified sample were not moderated at the time of verification; however, the deviations between the marker and external moderator fell within the tolerance range.

Afrikaans Home Language Paper 1 and Paper 3: In Northern Cape one senior marker for Paper 1 exhibited a tendency to mark leniently and a case of shadow marking was identified. The external moderator urged the internal moderator to investigate the issue and ensure a rigorous level of moderation from this senior marker.

In North West internal moderators at all levels for Paper 3 faced challenges when assigning marks to responses falling within the very low and very high categories. In both instances, factors such as language quality exhibited in the script influenced the assessment of its content, either negatively or positively. Discussions between the external moderator and internal moderating staff clarified these aspects.

Dramatic Arts Paper 1: In Mpumalanga moderation occurred at all levels; however, because of time constraints resulting from the delayed arrival of many scripts and resulting pressure on the markers, not all scripts underwent moderation. The quality of internal moderation of the moderated scripts was acceptable.

Economics Paper 1: In Northern Cape inconsistent marking and moderation were a cause for concern, along with the casual attitude of the chief marker, who had been solely interested in completing their marking by 13 December 2023. After engaging all relevant marking management personnel, the quality of marking and moderation improved.

English Home Language Paper 1: In Northern Cape the chief marker and internal moderator conducted between 15% and 20% of internal moderation on batches of 30 scripts. There was evidence of internal moderation on all batches received. The internal moderator very often adjusted marks upwards, very generously. The external moderator did bring this to the attention of the internal moderator and discussed the variances and reasons for the variances. More cautious moderation took place thereafter, within the allocated tolerance range.

History Paper 1 and Paper 2: In North West, the external moderator identified that in certain instances during the verification process, internal moderation simply endorsed the marks assigned by the markers and senior markers. The chief marker and internal moderator were informed that shadow marking could not be accepted as it jeopardised the overall quality of moderation. This was addressed and resolved by the chief marker and internal moderator.

Life Orientation: For certain schools in the Free State and North West, school and district moderators engaged in shadow marking. The provincial and national moderation sessions revealed consistent, high-quality moderation.

In Northern Cape and Western Cape discrepancies between marks allocated within the schools by markers and heads of departments and moderation by district, provincial and national moderators indicated variations outside the acceptable tolerance range.

In all 11 verified schools in Western Cape there was no indication of district moderation taking place. However, there was provincial and national moderation of the common assessment tasks (CAT) and the process remained within the specified tolerance range. In addition, three schools did not submit the CAT for moderation and CAT marks were not reflected on the composite mark sheets. The non-submission of CAT by these schools was attributed to the tight timelines for marking and submission of learner files to the DBE for moderation. As a result, marking and internal moderation in these three schools were not verified.

Mathematics Paper 1 and Paper 2: During the initial phase of marking in Northern Cape some novice markers faced challenges with the implementation of consistent accuracy (CA) marking, resulting in discrepancies in mark allocation. This issue was resolved through discussions with the relevant markers, the internal moderator and chief marker.

South African Sign Language Home Language Paper 1, Paper 2 and Paper 3: In Paper 2 some scripts underwent no moderation by the senior marker, chief marker and internal moderator. Considering the likelihood of discrepancies in marks allocated by markers, such a practice is deemed undesirable. Discussions ensued with the newly appointed senior marker, after

which a more thorough moderation was performed. The quality of internal moderation for Paper 1 and Paper 3 was good. However, that of Paper 2 was very concerning.

c) Addition and transfer of marks

The verification of marking confirmed the accurate addition and transferring of marks. However, in certain cases, markers incorrectly added and transferred marks. These inaccuracies were rectified through internal moderation and assistance from the examination assistants. The following points were observed:

Afrikaans First Additional Language Paper 1 and Paper 2: In Limpopo addition errors were found in some scripts. These inaccuracies were rectified through internal moderation and assistance from the examination assistants.

Consumer Studies: In Gauteng, Eastern Cape and KwaZulu-Natal the totals of each script were not transferred to the mark sheets by the markers. In Gauteng the chief marker transferred the marks to the mark sheets. There were instances where the numerical mark in the margin did not correspond with the number of ticks allocated for the question. These discrepancies were picked up by internal and external moderation. The addition of marks was still to be verified by examination assistants at the time of verification.

Tourism: In Western Cape calculation errors were identified in certain scripts moderated from the sample. To ensure accurate totalling and clear reflection of additional marks, examination assistants checked additions of all the scripts.

8.3.4 Candidates' Performance

Overall the performance of candidates tended to be at the lower end of the achievement spectrum. It is important to note that this observation may not accurately represent the performance of all candidates in the country, given the small sample size of the verified scripts in all subjects.

Accounting Paper 1 and Paper 2: In Paper 1, 204 scripts were verified, with 94 candidates scoring less than 30%, while 14 candidates scored 80% or more. The average for this paper was 36,3%. In Paper 2, 158 scripts were verified, with 30 candidates scoring less than 30%, while 20 candidates scored 80% or more. The average for this paper was 49,6%.

Afrikaans First Additional Language Paper 1, Paper 2 and Paper 3: In Paper 1, 63 scripts were verified, with 19 candidates obtaining less than 40%, while eight candidates obtained 80% or more. The average for this paper was 53%. In Paper 2, 65 scripts were verified, with 17 candidates obtaining less than 40%, while 11 candidates obtained 80% or more. The average for this paper was 55%. In Paper 3, 61 scripts were verified, with 15 candidates obtaining less than 40%, while four candidates obtained 80% or more. The average for this paper was 54,6%.

Afrikaans Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 41 scripts were verified, with ten candidates obtaining less than 40%, while four candidates obtained 80% or more. The average for this paper was 53,6%. In Paper 2, 40 scripts were verified, with 20 candidates

obtaining less than 40%, while two candidates obtained 80% or more. The average for this paper was 46,8%. In Paper 3, 40 scripts were verified, with one candidate obtaining less than 40%, while seven candidates obtained 80% or more. The average for this paper was 62,8%.

Agricultural Management Practices: In this paper, 45 scripts were verified with 13 candidates scoring less than 30% and no candidate scoring 80% or more. The average for this paper was 38,1%.

Agricultural Sciences Paper 1 and Paper 2: In Paper 1, 44 scripts were verified, with 15 candidates obtaining less than 30%, while three candidates obtained 80% or more. The average for this paper was 41,8%. In Paper 2, 39 scripts were verified, with six candidates scoring less than 30%, while one candidate scored 80% or above. The average for this paper was 52,6%.

Business Studies Paper 1 and Paper 2: In Paper 1, 93 scripts were verified, with 14 candidates obtaining less than 30%, while 15 candidates obtained 80% or more. The average for this paper was 54,6%. In Paper 2, 93 scripts were verified, with 17 candidates scoring less than 30%, while ten candidates scored 80% or more. The average for this paper was 51,3%.

Civil Technology: Woodworking: In this paper, 42 scripts were verified, with 18 candidates obtaining less than 30%, while no candidate obtained 80% or more. The average for this paper was 35,3%.

Consumer Studies: In this paper, 111 scripts were verified, with eight candidates obtaining less than 30%, while ten candidates obtained 80% or more. The average for this paper was 55,7%.

Design: In this paper, 91 scripts were verified, with 26 candidates obtaining less than 30%, while four candidates obtained 80% or more. The average for this paper was 38%.

Dramatic Arts: In this paper, 77 scripts were verified, with 12 candidates obtaining less than 30%, while eight candidates obtained 80% or more. The average for this paper was 49,2%.

Economics Paper 1 and Paper 2: In Paper 1, 77 scripts were verified, with 31 candidates obtaining less than 30%, while four candidates obtained 80% or more. The average for this paper was 39,6%. In Paper 2, 40 scripts were verified, with 15 candidates obtaining less than 30%, while one candidate obtained more than 80%. The average for this paper was 40,4%.

Electrical Technology: Power Systems: In this paper, 267 scripts were verified, with 130 candidates obtaining less than 30%, while two candidates obtained 80% or more. The average for this paper was 32,9%.

English First Additional Language Paper 1, Paper 2 and Paper 3: In Paper 1, 155 scripts were verified, with 23 candidates obtaining less than 40%, while 17 candidates obtained 80% or above. The average for this paper was 57,8%. In Paper 2, 182 scripts were verified, with 46 candidates obtaining less than 40% and 18 candidates obtaining 80% or more. The average for this paper was 52%. In Paper 3, 165 scripts were verified, with one candidate obtaining less than 40%, while 15 candidates obtained 80% or more. The average for this paper was 65,5%.

English Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 81 scripts were verified, with 24 candidates obtaining less than 40% and 11 candidates obtaining 80% or more. The average for this paper was 53,4%. In Paper 2, 78 scripts were verified, with 20 candidates obtaining less than 40%, while 11 candidates obtained 80% or above. The average for this paper was 54%. In Paper 3, 65 scripts were verified, with 11 candidates obtaining less than 40%, while 11 candidates obtained 80% or more. The average for this paper was 58,7%.

Geography Paper 1 and Paper 2: In Paper 1, 118 scripts were verified, with 29 candidates obtaining less than 30%, while 12 candidates obtained 80% or more. The average for this paper was 49,6%. In Paper 2, 129 scripts were verified, with 33 candidates obtaining less than 30%, while four candidates obtained 80% or more. The average for this paper was 44,6%.

History Paper 1 and Paper 2: In Paper 1, 129 scripts were verified, with 44 candidates scoring less than 40%, while four candidates scored 80% or more. The average for this paper was 37,8%. In Paper 2, 140 scripts were verified, with 40 candidates scoring less than 30%, while nine candidates scored 80% or above. The average for this paper was 42,1%.

IsiNdebele Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 104 scripts were verified, with no candidate obtaining less than 40%, while 33 candidates obtained 80% or more. The average for this paper was 73%. In Paper 2, 100 scripts were verified, with seven candidates scoring less than 40%, while 22 candidates scored 80% or above. The average for this paper was 65,1%. In Paper 3, 105 scripts were verified, with no candidate obtaining less than 40%, while 101 candidates obtained 80% or more. The average for this paper was 91,7%.

IsiXhosa Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 56 scripts were verified, with four candidates obtaining less than 40%, while five candidates obtained 80% or more. The average for this paper was 57,6%. In Paper 2, 64 scripts were verified, with eight candidates obtaining less than 40%, while seven candidates obtained 80% or more. The average for this paper was 57,2%. In Paper 3, 73 scripts were verified, with two candidates obtaining less than 40%, while 25 candidates obtained 80% or more. The average for this paper was 76%.

IsiZulu Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 68 scripts were verified. Nine candidates scored less than 40%, while four candidates obtained 80% or more. The average for this paper was 57%. In Paper 2, 61 scripts were verified, with 22 candidates obtaining less than 40%, while four candidates scored 80% or above. The average for this paper was 47,5%. In Paper 3, 67 scripts were verified, with five candidates obtaining less than 40%, while 28 candidates obtained 80% or more. The average for this paper was 67,5%.

Life Orientation: For this paper, 166 portfolios were verified, with 29 candidates obtaining less than 30%, while 14 candidates obtained 80% or more. The average for the paper was 48,3%.

Life Sciences Paper 1 and Paper 2: In Paper 1, 148 scripts were verified, with 23 candidates obtaining less than 30%, while 15 candidates obtained 80% or more. The average for this paper was 51,7%. In Paper 2, 169 scripts were verified, with 20 candidates scoring less than 30%, while eight candidates obtained 80% or more. The average for this paper was 51%.

Marine Sciences Paper 2: In Paper 1, 137 scripts were verified, with 27 candidates obtaining less than 30%, while two candidates obtained 80% or more. The average for this paper was 43,9%. In Paper 2, 12 scripts were verified, with 11 candidates obtaining less than 30%, while five candidates obtained 80% or more. The average for this paper was 54,3%.

Mathematical Literacy Paper 1 and Paper 2: In Paper 1, 131 scripts were verified, with 54 candidates obtaining less than 40%, while nine candidates obtained 80% or more. The average for this paper was 47,3%. In Paper 2, 126 scripts were verified, with 32 candidates obtaining less than 40%, while 13 candidates obtained 80% or more. The average for this paper was 53,1%.

Mathematics Paper 1 and Paper 2: In Paper 1, 139 scripts were verified, with 54 candidates scoring less than 40%, while 14 candidates scored 80% or more. The average for this paper was 48,5%. In Paper 2, 146 scripts were verified, with 52 candidates scoring less than 40%, while 24 candidates scored 80% or more. The average for this paper was 52,8%.

Mechanical Technology: Welding and Metalwork: For this paper, 24 scripts were verified, with 11 candidates obtaining less than 30%, while no candidate obtained 80% or more. The average for this paper was 34,9%.

Physical Sciences Paper 1 and Paper 2: In Paper 1, 62 scripts were verified, with 11 candidates scoring less than 30%, while ten candidates scored 80% or above. The average for this paper was 53,6%. In Paper 2, 63 scripts were verified, with 11 candidates obtaining less than 30%, while seven candidates obtained 80% or more. The average for this paper was 51,2%.

Sepedi Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 68 scripts were verified, with 19 candidates obtaining less than 40%, while no candidate obtained 80% or more. The average for this paper was 49,8%. In Paper 2, 68 scripts were verified, with 27 candidates obtaining less than 40%, while no candidate obtained 80% or more. The average for this paper was 43,4%. In Paper 3, 60 scripts were verified, with 16 candidates obtaining less than 40%, while nine candidates obtained 80% or more. The average for this paper was 50,7%.

Sesotho Home Language Paper 1, Paper 2 and Paper 3: For Paper 1, 83 scripts were verified, with 15 candidates obtaining less than 40%, while nine candidates obtained 80% or more. The average for this paper was 55,6%. In Paper 2, 67 scripts were verified, with 27 candidates obtaining less than 40%, while no candidate obtained 80% or above. The average for this paper was 35,6%. In Paper 3, 56 scripts were verified, with two candidates obtaining less than 40%, while 11 candidates obtained 80% or more. The average for this paper was 67,2%.

Setswana Paper 1, Paper 2 and Paper 3: In Paper 1, 80 scripts were verified, with 38 candidates obtaining less than 40%, while two candidates obtained 80% or more. The average for this paper was 33,5%. In Paper 2, 60 scripts were verified, with 24 candidates obtaining less than 40%, while four candidates obtained 80% or more. The average for this paper was 45,5%. In Paper 3, 70 scripts were verified, with one candidate obtaining less than 40%, while five obtained 80% or more. The average for this paper was 64,2%.

Siswati Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 40 scripts were verified, with one candidate obtaining less than 40%, while 25 candidates obtained 80% or more. The average for this paper was 79,5%. In Paper 2, 25 scripts were verified, with four candidates obtaining less than 40%, while one candidate obtained 80% or more. The average for this paper was 61,9%. In Paper 3, 30 scripts were verified, with no candidate obtaining less than 40%, while 13 candidates obtained 80% or more. The average for this paper was 75,2%.

South African Sign Language Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 46 scripts were moderated, with 20 candidates obtaining less than 40%, while three candidates obtained 80% or more. The average for this paper was 43,6%. In Paper 2, 33 scripts were moderated, with 18 candidates obtaining less than 40%, while no candidate obtained more than 80%. The average for this paper was 40,7%. In Paper 3, 40 scripts were verified, with three candidates obtaining less than 40%, while four candidates obtained 80% or more. The average for this paper was 56,9%.

Technical Mathematics Paper 1 and Paper 2: In Paper 1, 87 scripts were verified, with 31 candidates scoring less than 30%, while seven candidates scored 80% or above. The average for this paper was 42,1%. In Paper 2, 80 scripts were verified, with 22 candidates obtaining less than 30%, while six candidates scored 80% or above. The average for this paper was 47,3%.

Technical Sciences Paper 1 and Paper 2: In Paper 1, 80 candidates were verified, with 23 candidates obtaining less than 30%, while one candidate obtained 80% or above. The average for this paper was 39,7%. In Paper 2, 103 scripts were verified, with 40 candidates obtaining less than 30%, while no candidate obtained more than 80%.
The average for this paper was 37,4%.

Tourism: In this paper, 177 scripts were verified, with 28 candidates obtaining less than 40%, while 11 candidates obtained 80% or more. The average for this paper was 49,7%.

Tshivenda Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 119 scripts were verified, with six candidates obtaining less than 40%, while five candidates obtained 80% or more. The average for this paper was 60,7%. In Paper 2, 120 scripts were verified, with 42 candidates obtaining less than 40%, while ten candidates obtained 80% or above. The average for this paper was 48,5%. In Paper 3, 120 scripts were verified, with no candidates obtaining less than 40%, while three candidates obtained 80% or more. The average for this paper was 69%.

Visual Arts: In this paper, 78 scripts were verified, with 13 candidates obtaining less than 30%, while 11 candidates obtained 80% or more. The average for this paper was 53,3%.

Xitsonga Home Language Paper 1, Paper 2 and Paper 3: In Paper 1, 89 scripts were verified, with 16 candidates obtaining less than 40%, while 14 candidates obtained 80% or more. The average for this paper was 60,3%. In Paper 2, 115 scripts were verified, with 14 candidates obtaining less than 40%, while 15 candidates obtained 80% or more. The average for this paper was 60,2%. In Paper 3, 120 scripts were verified, with three candidates obtaining less than 40%, while 42 candidates obtained 80% or more. The average for this paper was 73,2%.

External moderators cited the following reasons for the unsatisfactory performance of candidates in the verified subjects:

i) Insufficient content knowledge and incomplete understanding or gaps in subject-specific terminology (Agricultural Management Practices, Business Studies, Civil Technology: Woodworking, Consumer Studies, Dramatic Arts, Geography, Life Sciences, Marine Sciences, Mathematics, Physical Sciences and Tourism);
ii) Inability to provide satisfactory responses to opinion-based and higher-order questions (Afrikaans Home Language, Agricultural Management Practices, Business Studies, Design, Dramatic Arts, Economics, English Home Language, History and South African Sign Language Home Language);
iii) Inadequate responses lacking insight and depth (Accounting, Business Studies, Design, Economics, Electrical Technology: Power Systems, Geography, History, Mathematics, Technical Mathematics, Technical Sciences and Mathematical Literacy);
iv) Inability to perform calculations, draw comparisons and make value judgements (Accounting, Civil Technology: Woodworking, Economics, Electrical Technology: Power Systems, Mathematical Literacy, Mathematics, Physical Sciences, Technical Mathematics and Technical Sciences); and
v) Weak interpretation of texts and inability to think creatively (Afrikaans First Additional Language, English First Additional Language, South African Sign Language Home Language).

8.4 Areas of Improvement

The areas that showed improvement were noted as follows:

a. There was marked improvement in the application of the approved marking guidelines in all marking centres; and
b. Improvement at all levels of moderation was observed in most marking centres.

8.5 Areas of Non-Compliance

The following areas of non-compliance were noted:

a. Non-adherence to the 1:5 ratio for the appointment of deputy chief markers to senior markers in Xitsonga Home Language Paper 1, Paper 2 and Paper 3 (Limpopo);
b. Poor quality of internal moderation in Afrikaans Home Language Paper 1 (Northern Cape), Business Studies Paper 2 (Northern Cape), Dramatic Arts Paper 1 (Mpumalanga and North West), Life Orientation (Free State, Northern Cape and North West) and South African Sign Language Home Language Paper 3 (Central); and
c. Poor quality of marking in Life Orientation (Free State, Northern Cape, North West and Western Cape), English Home Language Paper 1 (Northern Cape) and South African Sign Language Home Language Paper 2 and Paper 3.

8.6 Directives for Compliance and Improvement

The DBE must ensure that:

a. Compliance with the 1:5 ratio for the appointment of deputy chief markers to senior markers is adhered to in all PED; and
b. The quality of marking and internal moderation across question papers and PED is strengthened.

8.7 Conclusion

The DBE is commended for its meticulous training of marking personnel carried out during marking standardisation meetings and for timely disseminating of marking guidelines to all provinces. This thorough training contributed to the subsequent consistency observed in the marking of scripts. The DBE is congratulated for successfully conducting the marking process for the November 2023 NSC examinations. Overall, all PED adhered to the marking guidelines, in the question papers for subjects selected by Umalusi for verification of marking. This commitment to the guidelines positively enhanced the fairness, validity and reliability of the results of the November 2023 NSC examinations.

CHAPTER 9: STANDARDISATION AND RESULTING

9.1 Introduction

Standardisation is a process that is informed by the evidence presented in the form of qualitative and quantitative reports. The primary aim of standardisation is to achieve an optimum degree of uniformity, in each context, by considering possible sources of variability other than a student's ability and knowledge. In general, variability may occur because of the standard of question papers, quality of marking and many other related factors. It is for this reason that examination results are standardised, to control their variability from one examination sitting to the next.

In broad terms, standardisation involves the verification of subject structures, mark capturing and the computer system used by an assessment body. It also involves developing and verifying norms and producing and verifying standardisation booklets in preparation for the standardisation meetings. Standardisation decisions are informed by, among others, Umalusi principles of standardisation, qualitative inputs compiled by internal and external moderators and examination monitors and intervention reports presented by assessment bodies. The process is concluded with the approval of mark adjustments per subject, statistical moderation and the resulting process.

9.2 Scope and Approach

In preparation for the November 2023 National Senior Certificate (NSC) standardisation and resulting processes, the Department of Basic Education (DBE) developed and submitted the historical averages (norms), standardisation datasets and the standardisation booklet for approval. In turn, Umalusi processed, verified and approved the norms, standardisation datasets and booklets. During the pre-standardisation meeting, the Assessment Standards Committee (ASC) was guided by many factors, including the quantitative data and qualitative inputs, to reach the standardisation decisions. After the standardisation meeting, the DBE submitted the final adjustments, statistical moderation and candidates' resulting files for verification and eventual approval.

9.3 Summary of Findings

The following section presents the most important results and decisions reached before, during and post the standardisation meetings.

9.3.1 Development of Historical Averages (Norms)

The historical averages (norms) for the NSC examination were developed from the previous five examination sittings for November 2023. Once that was done, following policy requirements, the DBE submitted the norms to Umalusi for verification and approval purposes. Analysis of the historical datasets showed that there were no subjects with outlier years for the November 2023 NSC examination.

9.3.2 Electronic Datasets and Standardisation Booklets

The standardisation datasets and electronic booklets for the NSC examination submitted by the DBE adhered to the requirements as articulated in the Requirements and Specification for Standardisation, Statistical Moderation and Resulting Guideline document. The standardisation datasets and the electronic booklet were verified and eventually approved.

9.3.3 Dry Runs and Verification of the NSC System

In preparation for the November 2023 standardisation processes, Umalusi and the DBE embarked on a process to verify systems through dry-run testing. The purpose of the dry-run testing was to ensure the alignment with and readiness of the mainframe system for the November 2023 data processing. The dry-run testing focused on verifying the following aspects:

- All candidates have a school-based assessment (SBA) mark for the examination; and
- The system can correctly calculate each candidate's marks against the subject structures.

The process also checked for compatibility of data and formulae used for data processing. The DBE participated in the dry-run testing for system readiness.

9.3.4 Pre-Standardisation and Standardisation

The pre-standardisation and standardisation meetings for the DBE NSC examination were held on 4 and 5 January 2024, respectively. The ASC was guided by many factors, including qualitative inputs and quantitative data in their decision making. The qualitative input included issues emanating from the moderation of question papers, the marking guideline discussions and marking process and the evidence-based reports (EBR). These focused on issues that might unfairly advantage or disadvantage candidates. Quantitative inputs included guiding historical averages (norms), pairs analysis and eigenvalues. All evidence was considered based on the standardisation principles. The NSC November 2023 standardisation decisions are listed in Table 9A:

Table 9A: List of standardisation decisions for the November 2023 NSC

Description	Total
Number of subjects presented	**66**
Raw marks	49
Adjusted (upwards)	6
Adjusted (downwards)	11
Not standardised	0
Number of subjects standardised:	**66**

During the standardisation meeting the ASC commended the DBE for improvement in candidate performance in Mathematics and Home Languages, particularly with South African Sign Language Home Language. The ASC and the DBE agreed on the standardisation decisions for 64 subjects presented for the NSC qualification and 'parked' two subjects for the ASC to reconsider. After further consultations on both sides, consensus was reached on the two parked subjects. Umalusi accepted the raw marks for 49 out of the 66 subjects

standardised, while 11 subjects were adjusted mainly downwards, together with six adjusted mainly upwards. Umalusi accepted the raw marks of candidates for 74% of the subjects this year and 71% of the subjects in the November 2022 examination, an increase of 3%. This increase suggests an improving and stabilising examination system.

9.3.4 Post-Standardisation

The approval of the adjustments process was conducted after the standardisation meeting. The DBE captured the approved adjustments and submitted the adjusted datasets to Umalusi for approval. Subsequently, the datasets were verified and approved. The DBE then submitted the statistical moderation and resulting datasets to Umalusi for verification. Umalusi duly approved the datasets.

9.4 Areas of Good Practice

The findings revealed the following areas of good practice:

a. The DBE submitted the EBR and all standardisation and resulting datasets, as well as the standardisation booklet, timeously, as per the agreed management plan; and
b. The DBE maintained a high capture rate, 99%–100%, of examination marks per subject in all provinces.

9.5 Areas of Non-Compliance

None

9.6 Directives for Compliance

None

9.7 Conclusion

The decisions taken on whether to accept the raw marks or to perform upward or downward adjustments were based on sound educational reasoning. The DBE and Umalusi agreed on all standardisation decisions. Therefore, Umalusi can conclude that the standardisation process was conducted in a fair, transparent and reliable manner.

ANNEXURES

Annexure 1A: Compliance per criteria at first moderation of each question paper and its marking guideline

No.	Subject (Question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
1	Accounting Paper 1	A	A	A	A	A	A	A	A	A	A	1
2	Accounting Paper 2	A	A	A	A	A	A	A	A	A	A	1
3	Afrikaans First Additional Language (FAL) Paper 1	A	A	A	A	M[3]	M[4]	A	M[2]	M[3]	M[4]	3
4	Afrikaans FAL Paper 2	M[1]	A	A	A	M[3]	M[3]	A	M[1]	M[2]	M[4]	3
5	Afrikaans FAL Paper 3	A	A	A	A	A	M[3]	A	M[2]	M[2]	M[4]	3
6	Afrikaans Home Language (HL) Paper 1	M[2]	M[1]	A	A	M[4]	M[6]	A	M[2]	M[5]	M[6]	3
7	Afrikaans HL Paper 2	M[3]	M[1]	M[1]	A	M[3]	M[1]	A	M[1]	M[4]	M[6]	3
8	Afrikaans HL Paper 3	M[4]	M[1]	A	A	M[6]	M[4]	A	M[1]	M[4]	M[6]	3
9	Afrikaans Second Additional Language (SAL) Paper 1	M[1]	A	A	A	M[3]	M[4]	A	M[2]	M[3]	M[4]	3
10	Afrikaans SAL Paper 2	A	A	A	A	M[2]	M[2]	A	M[1]	M[3]	M[4]	3
11	Afrikaans SAL Paper 3	A	A	A	A	M[1]	M[3]	A	M[2]	M[2]	M[4]	3
12	Agricultural Management Practices	A	A	A	A	A	M[2]	A	A	A	M[2]	3
13	Agricultural Sciences Paper 1	M[2]	A	A	A	A	A	A	M[2]	M[1]	A	3
14	Agricultural Sciences Paper 2	A	A	A	A	A	A	A	A	A	A	3
15	Agricultural Technology	A	A	A	A	A	A	A	A	A	A	1
16	Business Studies Paper 1	A	A	A	A	M[2]	M[1]	A	A	M[1]	M[2]	3
17	Business Studies Paper 2	A	A	A	A	M[2]	M[2]	A	A	M[1]	M[2]	3
18	Civil Technology: Civil Services	M[1]	A	M[2]	M[1]	M[6]	M[1]	N[3]	A	M[2]	M[5]	3
19	Civil Technology: Construction	M[2]	A	M[1]	M[2]	M[5]	A	N[3]	M[1]	M[1]	L[6]	3
20	Civil Technology: Woodworking	M[1]	M[1]	M[1]	M[2]	M[5]	A	L[2]	M[1]	M[2]	L[5]	3
21	Computer Applications Technology Paper 1	A	A	A	M[1]	M[2]	M[2]	A	A	M[3]	A	3
22	Computer Applications Technology Paper 1 (BU)	A	A	A	A	M[2]	M[2]	A	A	M[3]	A	3

No.	Subject (Question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
23	Computer Applications Technology Paper 2	A	A	A	A	A	M^{2}	M^{2}	M^{1}	M^{2}	A	3
24	Consumer Studies	A	M^{1}	M^{1}	M^{1}	M^{8}	M^{3}	M^{1}	M^{1}	M^{3}	M^{3}	3
25	Dance Studies	A	A	A	A	A	A	A	A	A	A	1
26	Design Paper 1	M^{1}	A	A	A	A	A	A	A	M^{1}	A	2
27	Design Paper 2	A	A	A	A	A	A	A	A	A	A	2
28	Dramatic Arts Paper 2 (Theory)	M^{1}	A	A	A	M^{3}	M^{3}	A	M^{1}	A	A	3
29	Economics Paper 1	M^{3}	L^{2}	L^{3}	N^{5}	M^{4}	L^{4}	A	N^{2}	L^{4}	N^{8}	3
30	Economics Paper 2	M^{3}	M^{1}	A	M^{2}	M^{3}	M^{2}	M^{1}	M^{3}	L^{6}	L^{6}	3
31	Electrical Technology: Digital Electronics	M^{1}	M^{1}	M^{2}	M^{1}	M^{5}	M^{1}	A	A	A	L^{5}	3
32	Electrical Technology: Electronics	M^{1}	M^{1}	M^{2}	M^{2}	M^{5}	M^{2}	M^{1}	A	M^{2}	L^{5}	3
33	Electrical Technology: Power Systems	M^{1}	M^{1}	M^{2}	M^{1}	M^{3}	M^{1}	M^{1}	A	M^{2}	L^{5}	3
34	Engineering Graphics and Design Paper 1	L^{4}	N^{3}	L^{2}	L^{3}	M^{1}	M^{1}	L^{2}	M^{1}	M^{1}	M^{2}	4
35	Engineering Graphics and Design Paper 2	L^{4}	N^{3}	L^{2}	L^{3}	A	M^{1}	M^{1}	M^{1}	M^{1}	M^{2}	4
36	English FAL Paper 1	M^{2}	A	A	A	M^{1}	M^{1}	A	M^{1}	A	A	2
37	English FAL Paper 2	M^{2}	M^{1}	A	A	M^{4}	M^{2}	A	L^{2}	M^{2}	L^{5}	3
38	English FAL Paper 3	M^{1}	M^{1}	A	A	M^{3}	M^{2}	A	A	A	M^{3}	2
39	English HL Paper 1	M^{2}	A	M^{1}	M^{2}	M^{7}	M^{1}	M^{1}	A	M^{3}	L^{5}	3
40	English HL Paper 2	A	M^{1}	M^{1}	L^{4}	L^{9}	M^{3}	M^{1}	M^{1}	L^{5}	L^{6}	3
41	English HL Paper 3	M^{2}	A	M^{1}	M^{2}	A	M^{2}	A	A	M^{1}	L^{5}	3
42	Geography Paper 1	M^{1}	A	M^{1}	M^{1}	A	A	A	A	M^{1}	A	3
43	Geography Paper 2	M^{2}	A	M^{1}	A	M^{1}	A	M^{1}	M^{1}	M^{2}	M^{2}	3
44	History Paper 1	M^{1}	A	A	A	L^{3}	A	A	A	L^{1}	M^{1}	3
45	History Paper 2	A	A	M^{1}	A	A	A	A	A	M^{1}	M^{1}	3
46	Hospitality Studies	M^{1}	A	M^{1}	M^{2}	M^{6}	M^{1}	A	M^{1}	A	A	3
47	Information Technology Paper 1	L^{3}	A	A	L^{3}	M^{1}	M^{3}	A	A	A	M^{2}	4

No.	Subject (Question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
48	Information Technology Paper 2	M[1]	A	A	M[2]	M[1]	M[2]	A	M[1]	M[1]	M[2]	3
49	IsiNdebele FAL Paper 1	A	A	A	A	M[1]	A	A	A	A	A	3
50	IsiNdebele FAL Paper 2	A	A	A	A	A	A	A	A	A	A	1
51	IsiNdebele FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
52	IsiNdebele HL Paper 1	M[1]	M[2]	A	A	A	A	A	M[1]	M[1]	M[2]	3
53	IsiNdebele HL Paper 2	A	M[2]	A	A	A	A	A	A	A	A	2
54	IsiNdebele HL Paper 3	M[2]	A	A	M[2]	A	A	A	A	A	A	3
55	IsiNdebele SAL Paper 1	A	A	A	A	A	A	A	A	A	A	1
56	IsiNdebele SAL Paper 2	A	A	A	A	A	A	A	A	A	A	2
57	IsiNdebele SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
58	IsiXhosa FAL Paper 1	M[1]	A	M[1]	M[2]	M[7]	A	A	M[1]	M[3]	L[6]	3
59	IsiXhosa FAL Paper 2	M[1]	A	A	A	M[2]	M[2]	A	L[2]	M[2]	L[6]	3
60	IsiXhosa FAL Paper 3	M[1]	A	A	M[2]	M[4]	M[1]	A	A	M[4]	M[3]	3
61	IsiXhosa HL Paper 1	M[1]	A	M[1]	M[2]	M[7]	M[1]	A	M[1]	M[1]	L[7]	3
62	IsiXhosa HL Paper 2	A	A	A	A	M[3]	M[1]	A	L[2]	M[1]	L[6]	3
63	IsiXhosa HL Paper 3	A	A	A	A	M[1]	A	A	A	A	M[7]	3
64	IsiXhosa SAL Paper 1	M[1]	A	A	A	M[4]	A	A	A	M[2]	M[2]	3
65	IsiXhosa SAL Paper 2	M[1]	A	A	A	A	M[1]	A	M[1]	M[3]	M[2]	3
66	IsiXhosa SAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
67	IsiZulu FAL Paper 1	A	A	A	M[1]	M[1]	M[2]	A	L[2]	L[5]	L[5]	3
68	IsiZulu FAL Paper 2	A	M[1]	A	A	L[3]	L[2]	L[1]	L[2]	L[5]	L[6]	3
69	IsiZulu FAL Paper 3	A	A	A	A	M[2]	A	A	A	A	M[2]	3
70	IsiZulu HL Paper 1	M[1]	A	A	A	A	A	A	A	M[2]	M[6]	3
71	IsiZulu HL Paper 2	A	A	A	A	A	A	M[2]	A	M[3]	M[6]	3
72	IsiZulu HL Paper 3	A	A	A	A	A	A	A	A	M[1]	M[6]	3

No.	Subject (Question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
73	IsiZulu SAL Paper 1	A	A	A	M[1]	A	M[1]	A	M[2]	M[3]	M[3]	3
74	IsiZulu SAL Paper 2	A	A	A	A	M[3]	M[2]	M[1]	M[2]	M[5]	M[6]	3
75	IsiZulu SAL Paper 3	A	A	A	A	A	A	A	A	M[2]	M[3]	3
76	Life Orientation	M[2]	M[1]	A	M[1]	A	A	A	M[1]	M[1]	M[2]	4
77	Life Orientation (BU)	M[1]	M[1]	A	M[2]	A	M[1]	A	A	M[1]	M[2]	3
78	Life Sciences Paper 1	A	A	M[1]	M[1]	M[1]	A	A	A	M[1]	A	3
79	Life Sciences Paper 2	A	A	M[1]	M[3]	M[3]	A	A	A	A	A	3
80	Marine Sciences Paper 1	M[2]	A	M[1]	M[1]	M[4]	M[2]	A	M[1]	A	M[3]	3
81	Marine Sciences Paper 2	A	A	A	M[1]	M[5]	M[4]	A	M[1]	M[1]	A	3
82	Mathematical Literacy Paper 1	A	M[1]	A	M[1]	M[3]	M[3]	A	A	M[1]	A	3
83	Mathematical Literacy Paper 2	M[1]	M[1]	A	M[1]	M[2]	M[3]	A	A	M[1]	A	3
84	Mathematics Paper 1	M[1]	A	M[1]	M[1]	A	A	A	A	M[2]	M[1]	3
85	Mathematics Paper 2	M[2]	A	A	A	A	A	A	A	M[1]	A	2
86	Mechanical Technology: Automotive	A	A	A	A	A	A	A	A	A	A	1
87	Mechanical Technology: Fitting and Machining	A	A	A	A	A	A	A	A	A	A	1
88	Mechanical Technology: Welding and Metalwork	A	A	A	A	A	A	A	A	A	A	1
89	Music Paper 1	M[2]	M[1]	M[2]	M[2]	M[4]	M[1]	M[1]	M[1]	A	M[1]	3
90	Music Paper 2	M[3]	A	M[1]	A	A	A	L[2]	A	M[2]	M[1]	3
91	Physical Sciences Paper 1	A	A	A	M[1]	A	A	A	M[2]	M[1]	M[7]	3
92	Physical Sciences Paper 2	A	A	A	A	M[1]	M[1]	A	A	M[1]	A	3
92	Religion Studies Paper 1	A	A	A	A	A	A	A	A	A	A	1
94	Religion Studies Paper 2	A	A	A	A	A	A	A	A	A	A	1
95	Sepedi FAL Paper 1	A	M[1]	M[1]	M[1]	M[3]	A	A	M[1]	M[1]	L[8]	4
96	Sepedi FAL Paper 2	A	M[1]	M[2]	M[1]	M[2]	M[1]	M[1]	M[1]	M[2]	L[8]	3
97	Sepedi FAL Paper 3	M[2]	M[1]	M[2]	A	M[2]	A	A	A	A	M[4]	3

No.	Subject (Question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
98	Sepedi HL Paper 1	M[1]	A	A	M[1]	M[1]	A	A	A	A	L[4]	3
99	Sepedi HL Paper 2	M[1]	A	M[1]	A	A	A	A	M[1]	M[1]	L[4]	3
100	Sepedi HL Paper 3	A	A	A	A	A	M[1]	A	A	A	L[4]	3
101	Sepedi SAL Paper 1	M[1]	A	M[1]	A	M[5]	M[2]	M[1]	A	M[1]	L[7]	3
102	Sepedi SAL Paper 2	A	A	M[2]	M[1]	A	A	A	L[2]	M[1]	L[7]	3
103	Sepedi SAL Paper 3	A	A	M[1]	A	M[1]	M[1]	M[2]	A	M[1]	L[7]	3
104	Sesotho FAL Paper 1	M[2]	A	M[2]	M[2]	M[2]	A	A	M[1]	M[3]	L[7]	3
105	Sesotho FAL Paper 2	A	A	A	M[2]	M[2]	A	A	N[3]	M[3]	L[7]	3
106	Sesotho FAL Paper 3	M[1]	A	A	A	M[1]	A	A	A	M[2]	A	2
107	Sesotho HL Paper 1	M[1]	M[1]	M[2]	M[2]	M[2]	A	A	M[1]	M[2]	L[6]	3
108	Sesotho HL Paper 2	A	M[1]	L[4]	M[1]	M[4]	M[1]	M[1]	L[2]	M[3]	N[9]	3
109	Sesotho HL Paper 3	M[1]	A	A	A	A	A	A	A	M[2]	M[1]	3
110	Sesotho SAL Paper 1	A	M[1]	M[2]	M[2]	M[4]	A	A	M[1]	M[2]	L[6]	3
111	Sesotho SAL Paper 2	M[2]	M[1]	A	L[2]	M[4]	A	A	N[3]	L[3]	L[6]	4
112	Sesotho SAL Paper 3	M[2]	M[1]	A	A	A	A	A	A	M[2]	M[3]	3
113	Setswana FAL Paper 1	M[2]	A	M[2]	A	M[3]	M[1]	L[3]	M[1]	M[2]	L[6]	3
114	Setswana FAL Paper 2	M[3]	A	M[2]	A	M[1]	A	L[3]	M[1]	M[2]	L[6]	3
115	Setswana FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
116	Setswana HL Paper 1	M[2]	A	A	A	M[5]	M[1]	A	M[1]	M[1]	M[2]	3
117	Setswana HL Paper 2	A	A	A	A	M[2]	M[2]	A	M[1]	M[1]	M[3]	2
118	Setswana HL Paper 3	A	A	A	A	M[2]	M[2]	A	A	A	M[2]	2
119	SiSwati FAL Paper 1	A	A	A	A	M[3]	A	A	M[1]	M[2]	M[4]	3
120	SiSwati FAL Paper 2	A	A	A	A	M[3]	A	A	M[1]	M[2]	M[4]	3
121	SiSwati FAL Paper 3	A	A	A	A	M[3]	A	A	M[1]	M[1]	M[4]	3
122	SiSwati HL Paper 1	A	A	A	A	M[3]	A	A	M[1]	M[2]	M[4]	3

No.	Subject (Question paper)	Compliance per criteria at first moderation										Approval level
		TD	IM	CC	CS	TS	LB	Pre	Con	AMG	OI	
123	SiSwati HL Paper 2	A	A	A	A	M[3]	A	A	M[1]	M[2]	M[4]	3
124	SiSwati HL Paper 3	A	A	A	A	M[3]	A	A	A	M[1]	M[4]	3
125	South African Sign Language HL Paper 1	A	A	M[1]	M[1]	M[4]	A	A	M[1]	M[2]	A	3
126	South African Sign Language HL Paper 2	A	M[1]	M[1]	M[2]	M[3]	L[2]	A	N[3]	M[3]	L[5]	3
127	South African Sign Language HL Paper 3	A	A	M[1]	A	A	A	A	A	A	A	3
128	Technical Mathematics Paper 1	M[2]	M[1]	M[3]	M[1]	M[3]	L[4]	L[2]	M[1]	M[3]	L[8]	4
129	Technical Mathematics Paper 2	M[5]	A	M[2]	M[2]	M[2]	M[1]	A	A	M[2]	L[7]	4
130	Technical Sciences Paper 1	M[2]	A	A	A	M[2]	A	A	A	M[1]	A	3
131	Technical Sciences Paper 2	M[1]	A	M[1]	A	M[1]	A	A	M[1]	M[1]	A	3
132	Tourism	A	A	A	A	M[4]	M[1]	A	A	M[1]	A	2
133	Tshivenda FAL Paper 1	M[1]	A	A	A	M[2]	A	A	A	A	A	3
134	Tshivenda FAL Paper 2	A	A	A	A	L[4]	M[1]	A	A	A	A	3
135	Tshivenda FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
136	Tshivenda HL Paper 1	A	A	A	A	L[4]	A	A	A	A	A	3
137	Tshivenda HL Paper 2	A	A	A	A	L[3]	A	A	A	A	A	3
138	Tshivenda HL Paper 3	A	A	A	A	L[2]	A	A	A	A	M[1]	3
139	Visual Arts Paper 1 (Theory)	A	A	A	A	A	L[4]	A	A	M[1]	M[1]	4
140	Visual Arts Paper 2 (Practical)	A	A	A	A	A	A	A	A	A	A	1
141	Xitsonga FAL Paper 1	M[1]	A	A	A	A	A	A	M[1]	M[1]	M[4]	3
142	Xitsonga FAL Paper 2	A	A	A	M[1]	M[1]	A	A	M[1]	M[1]	M[4]	3
143	Xitsonga FAL Paper 3	A	A	A	A	A	A	A	A	A	A	1
144	Xitsonga HL Paper 1	A	A	A	M[1]	A	A	A	M[1]	M[2]	M[4]	3
145	Xitsonga HL Paper 2	A	A	A	A	A	A	A	A	A	A	1
146	Xitsonga HL Paper 3	A	A	M[1]	A	M[2]	A	A	A	A	M[4]	3

Key:
TD = Technical Details; IM = Internal Moderation; CC = Content Coverage; CS = Cognitive Skills; TS = Text Selection, Types and Quality of Questions; LB = Language and Bias; Pre = Predictability; Con = Conformity with Question Paper; AMG = Accuracy and Reliability of Marking Guideline; OI = Overall Impression

A = compliance in ALL respects; M = compliance in MOST respects; L = LIMITED compliance; N = NO compliance

M^x, L^x, N^x (x = number of quality indicators not complied with)

1 = Approved; 2 = Conditionally approved, need not to be submitted for second/subsequent moderation; 3 = Conditionally approved, must be submitted for second/subsequent moderation; 4 = Not approved, must be submitted for further moderation

Annexure 1B: List of question papers and marking guidelines that were not compliant at first moderation in the November 2024 examination cycle

PART A: MODERATION OF QUESTION PAPERS

CRITERION 1: TECHNICAL CRITERIA

Quality indicators	Question papers not compliant
1.1 The question paper is complete with grid, memorandum, relevant answer sheets and formula sheets/addenda.	1. Economics Paper 1 2. Engineering Graphics & Design Paper 1 3. Engineering Graphics & Design Paper 2 4. Life Orientation
1.2 All relevant details such as time allocation, name of the subject, number of pages and instructions to candidates are included on the question paper.	1. Economics Paper 1 2. IsiXhosa SAL Paper 2 3. Sesotho SAL Paper 3
1.3 The instructions to candidates are clear and unambiguous.	1. Afrikaans HL Paper 2 2. Afrikaans HL Paper 3 3. Economics Paper 1 4. Economics Paper 2 5. Engineering Graphics & Design Paper 1 6. Engineering Graphics & Design Paper 2 7. Electrical Technology: Digital 8. English FAL Paper 1 9. English FAL Paper 2 10. English FAL Paper 3 11. Geography Paper 2 12. Information Technology Paper 1 13. Information Technology Paper 2 14. Marine Sciences Paper 1 15. Marine Sciences Paper 2 16. Music Paper 2 17. Setswana FAL Paper 2 18. Setswana HL Paper 1 19. Technical Mathematics Paper 2
1.4 The layout of the paper is uncluttered and reader friendly.	1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. Afrikaans HL Paper 3 4. Design Paper 1 5. Economics Paper 2 6. Information Technology Paper 1 7. Life Orientation 8. Mathematics Paper 2 9. Music Paper 1 10. Setswana FAL Paper 1 11. Technical Mathematics Paper 2

Quality indicators	Question papers not compliant
1.5 The questions are correctly numbered.	1. Agricultural Sciences Paper 1 2. Afrikaans FAL Paper 2 3. Information Technology Paper 1 4. Music Paper 2 5. Sepedi HL Paper 2 6. Sesotho SAL Paper 3 7. Technical Sciences Paper 1 8. Technical Sciences Paper 2 9. Xitsonga FAL Paper 1
1.6 The pages are correctly numbered.	1. Setswana FAL Paper 2
1.7 The headers and footers on each page are consistent and adhere to the required format.	1. Civil Technology: Construction 2. English HL Paper 1 3. English HL Paper 3 4. Sesotho FAL Paper 1 5. Sesotho FAL Paper 3 6. Sesotho SAL Paper 2
1.8 Appropriate fonts are used throughout the paper.	1. Afrikaans HL Paper 2 2. Afrikaans HL Paper 3 3. Engineering Graphics & Design Paper 1 4. Engineering Graphics & Design Paper 2 5. English FAL Paper 1 6. Information Technology Paper 1 7. Sesotho HL Paper 3 8. Technical Mathematics Paper 1 9. Technical Mathematics Paper 2
1.9 Mark allocations are clearly indicated.	1. Afrikaans HL Paper 1
1.10 The question paper can be completed in the time allocated.	NONE

Quality indicators	Question papers not compliant
1.11 The quality of drawings, illustrations, graphs, tables, etc. is appropriate, clear, error free and print ready.	1. Agricultural Sciences Paper 1 2. Afrikaans HL Paper 3 3. Civil Technology: Construction 4. Civil Technology: Woodworking 5. Civil Technology: Services 6. Dramatic Arts Paper 2 7. Economics Paper 2 8. Engineering Graphics & Design Paper 1 9. Engineering Graphics & Design Paper 2 10. Electrical Technology: Electronics 11. Electrical Technology: Power Systems 12. English FAL Paper 2 13. English HL Paper 1 14. English HL Paper 3 15. Geography Paper 1 16. Geography Paper 2 17. History Paper 1 18. Hospitality Studies 19. IsiNdebele HL Paper 1 20. IsiXhosa FAL Paper 1 21. IsiXhosa FAL Paper 2 22. IsiXhosa FAL Paper 3 23. IsiXhosa HL Paper 1 24. IsiZulu HL Paper 1 25. Marine Sciences Paper 1 26. Mathematical Literacy Paper 2 27. Mathematics Paper 1 28. Mathematics Paper 2 29. Music Paper 1 30. Music Paper 2 31. Sepedi HL Paper 1 32. Sepedi SAL Paper 1 33. Sesotho FAL Paper 1 34. Setswana FAL Paper 1 35. Setswana FAL Paper 2 36. Setswana HL Paper 1 37. Technical Mathematics Paper 1 38. Technical Mathematics Paper 2 39. Technical Sciences Paper 1 40. Tshivenda FAL Paper 1
1.12 The question paper adheres to the format requirements in the subject assessment guideline and other assessment frameworks	1. Sesotho HL Paper 1 2. Technical Mathematics Paper 2

CRITERION 2: INTERNAL MODERATION

Quality indicators	Question papers not compliant
2.1 The assessment body submitted a file with a full history of the development of the question paper including all drafts, internal moderators' comments/reports, etc. (all of these must accompany the question paper each time it comes to the external moderator(s)).	1. Computer Applications Technology Paper 1 (BU) 2. Economics Paper 1 3. Engineering Graphics & Design Paper 1 4. Engineering Graphics & Design Paper 2 5. Electrical Technology: Digital 6. Electrical Technology: Electronics 7. Electrical Technology: Power Systems 8. IsiNdebele HL Paper 1 9. IsiNdebele HL Paper 1 10. Sesotho SAL Paper 3
2.2 The quality, standard and relevance of inputs from the Internal Moderator are appropriate.	1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. Afrikaans HL Paper 3 4. Civil Technology: Woodworking 5. Consumer Studies 6. Economics Paper 1 7. Economics Paper 2 8. Engineering Graphics & Design Paper 1 9. Engineering Graphics & Design Paper 2 10. English FAL Paper 2 11. English FAL Paper 3 12. English HL Paper 2 13. IsiNdebele HL Paper 1 14. IsiNdebele HL Paper 1 15. IsiZulu FAL Paper 2 16. Life Orientation 17. Mathematical Literacy Paper 2 18. Music Paper 1 19. South African Sign Language HL Paper 2 20. Sepedi FAL Paper 1 21. Sepedi FAL Paper 2 22. Sesotho HL Paper 1 23. Sesotho HL Paper 2 24. Sesotho SAL Paper 1 25. Sesotho SAL Paper 2 26. Technical Mathematics Paper 1
2.3 There is evidence that the internal moderator's recommendations have been addressed.	1. Engineering Graphics & Design Paper 1 2. Engineering Graphics & Design Paper 2 3. Mathematical Literacy Paper 1

CRITERION 3: CONTENT COVERAGE

Quality indicators	Question papers not compliant
3.1 The analysis grid shows clearly how each question is linked to an LO/topic.	1. Economics Paper 1 2. Engineering Graphics & Design Paper 1 3. Engineering Graphics & Design Paper 2 4. Marine Sciences Paper 1
3.2 The paper adequately covers the skills and concepts/topics/themes as prescribed in the CAPS and/or SAG and/or other applicable assessment frameworks.	1. Afrikaans HL Paper 2 2. Civil Technology: Services 3. Geography Paper 2 4. Mathematics Paper 1 5. Music Paper 1 6. South African Sign Language HL Paper 1 7. South African Sign Language HL Paper 2 8. Sepedi FAL Paper 2 9. Sepedi SAL Paper 1 10. Sepedi SAL Paper 2 11. Sesotho FAL Paper 1 12. Sesotho HL Paper 1 13. Sesotho HL Paper 2 14. Sesotho SAL Paper 1 15. Setswana FAL Paper 1 16. Setswana FAL Paper 2 17. Technical Mathematics Paper 1 18. Technical Mathematics Paper 2
3.3 The questions are within the broad scope of the CAPS and/or SAG and/or other applicable assessment frameworks.	1. Economics Paper 1 2. Electrical Technology: Digital 3. Electrical Technology: Electronics 4. Electrical Technology: Power Systems 5. Hospitality Studies 6. Sepedi FAL Paper 2 7. Sepedi SAL Paper 2 8. Sesotho FAL Paper 1 9. Sesotho HL Paper 1 10. Sesotho HL Paper 2 11. Setswana FAL Paper 1 12. Setswana FAL Paper 2 13. Technical Mathematics Paper 2 14. Technical Sciences Paper 2
3.4 The skills/topics/themes and concepts are appropriately linked and integrated.	1. Economics Paper 1 2. English HL Paper 2 3. Music Paper 1 4. Xitsonga HL Paper 3
3.5 The questions are representative of the latest developments in this subject.	1. Engineering Graphics & Design Paper 1 2. Engineering Graphics & Design Paper 2 3. South African Sign Language HL Paper 3 4. Sepedi SAL Paper 3 5. Sesotho HL Paper 2 6. Sesotho SAL Paper 1 7. Technical Mathematics Paper 1

3.6 The content including examples, text and illustrations included in the question paper are suitable, appropriate, relevant and academically correct/accurate.	1. Civil Technology: Construction 2. Civil Technology: Woodworking 3. Civil Technology: Services 4. Consumer Studies 5. Electrical Technology: Digital 6. Electrical Technology: Electronics 7. Electrical Technology: Power Systems 8. English HL Paper 1 9. English HL Paper 3 10. Geography Paper 1 11. History Paper 1 12. History Paper 2 13. IsiXhosa FAL Paper 1 14. IsiXhosa HL Paper 1 15. Life Sciences Paper 1 16. Life Sciences Paper 2 17. Music Paper 2 18. Sepedi FAL Paper 1 19. Sepedi HL Paper 2 20. Sesotho HL Paper 2 21. Technical Mathematics Paper 1

CRITERION 4: COGNITIVE LEVELS

Quality indicators	Question papers not compliant
4.1 The analysis grid clearly shows the cognitive level of each question/sub-question.	1. Computer Applications Technology Paper 1 (BU) 2. Economics Paper 1 3. Engineering Graphics & Design Paper 1 4. Engineering Graphics & Design Paper 2 5. Mathematics Paper 1 6. Xitsonga HL Paper 1

Quality indicators	Question papers not compliant
4.2 There is an appropriate distribution in terms of cognitive levels (Bloom's taxonomy or any other taxonomy that may have been used).	1. Civil Technology: Construction 2. Civil Technology: Woodworking 3. Computer Applications Technology Paper 1 4. Civil Technology: Services 5. Economics Paper 1 6. Economics Paper 2 7. Engineering Graphics & Design Paper 1 8. Engineering Graphics & Design Paper 2 9. Electrical Technology: Digital 10. Electrical Technology: Electronics 11. Electrical Technology: Power Systems 12. English HL Paper 1 13. English HL Paper 2 14. English HL Paper 3 15. Geography Paper 1 16. Hospitality Studies 17. IsiNdebele HL Paper 1 18. IsiZulu SAL Paper 1 19. Information Technology Paper 1 20. Life Sciences Paper 1 21. Life Sciences Paper 2 22. Marine Sciences Paper 1 23. Music Paper 1 24. Physical Sciences Paper 1 25. South African Sign Language HL Paper 2 26. Sepedi HL Paper 1 27. Sepedi SAL Paper 2 28. Sesotho FAL Paper 1 29. Sesotho FAL Paper 2 30. Sesotho HL Paper 1 31. Sesotho HL Paper 2 32. Sesotho SAL Paper 1 33. Sesotho SAL Paper 2 34. Technical Mathematics Paper 1 35. Technical Mathematics Paper 2
4.3 Choice questions are of an equal level of difficulty.	1. Economics Paper 1 2. Economics Paper 2 3. English HL Paper 2 4. English HL Paper 3 5. Life Orientation 6. Marine Sciences Paper 2 7. Sepedi FAL Paper 2 8. Sesotho HL Paper 2 9. Sesotho SAL Paper 2

Quality indicators	Question papers not compliant
4.4 The question paper provides opportunities to assess the candidates' ability to reason, communicate, translate verbal to symbolic, translate visual evidence to a written response, compare and contrast, see causal relationships, express an argument clearly, provide creative responses, etc.	1. IsiXhosa FAL Paper 3 2. IsiXhosa HL Paper 1 3. Music Paper 1 4. South African Sign Language HL Paper 2
4.5 The degree of difficulty is not unintentionally increased by the inclusion of irrelevant information.	1. Consumer Studies 2. Dramatic Arts Paper 2 3. Economics Paper 1 4. Electrical Technology: Electronics 5. English HL Paper 2 6. Hospitality Studies 7. IsiNdebele HL Paper 1 8. IsiXhosa FAL Paper 1 9. IsiXhosa FAL Paper 3 10. IsiXhosa HL Paper 1 11. Information Technology Paper 1 12. Information Technology Paper 2 13. Life Sciences Paper 2 14. Mathematical Literacy Paper 1 15. Mathematical Literacy Paper 2 16. Technical Mathematics Paper 2
4.6 There is a correlation between mark allocation, cognitive level, degree of difficulty and time allocation.	1. Civil Technology: Construction 2. Civil Technology: Woodworking 3. Dramatic Arts Paper 2 4. Economics Paper 1 5. Engineering Graphics & Design Paper 1 6. Engineering Graphics & Design Paper 2 7. English HL Paper 1 8. English HL Paper 2 9. IsiXhosa FAL Paper1 10. Information Technology Paper 1 11. Information Technology Paper 2 12. Life Sciences Paper 2 13. South African Sign Language HL Paper 1 14. Sesotho FAL Paper 1 15. Sesotho FAL Paper 2 16. Sesotho HL Paper 1 17. Sesotho HL Paper 2 18. Sesotho SAL Paper 1 19. Xitsonga FAL Paper1 20. Xitsonga FAL Paper 2

CRITERION 5: TEXT SELECTION, TYPES AND QUALITY OF QUESTIONS

Quality indicators	Question papers not compliant
5.1 The question paper includes questions of various types, e.g., multiple-choice, paragraph, data/source-based response, essay, real-life scenario and real-life problem-solving questions.	1. Civil Technology: Construction 2. Civil Technology: Woodworking 3. Sepedi SAL Paper 3
Selection of texts (prose, visual, graphs, tables, etc.)	
The source material (i.e., prose text, visual, drawing, illustration, example, table, graph)	
5.2 Is subject specific.	NONE
5.3 Is of an appropriate length.	1. Accounting Paper 1 2. Geography Paper 2 3. Music Paper 2
5.4 Is functional, relevant and appropriate.	1. Afrikaans SAL Paper 3 2. Afrikaans HL Paper 1 3. Afrikaans HL Paper 3 4. Consumer Studies 5. English HL Paper 2 6. History Paper 1 7. Hospitality Studies 8. IsiXhosa FAL Paper 1 9. IsiXhosa FAL Paper 3 10. IsiXhosa HL Paper 1 11. IsiZulu HL Paper 1 12. Life Sciences Paper 2 13. South African Sign Language HL Paper 1 14. Sepedi FAL Paper 1 15. Sesotho HL Paper 1 16. Sesotho HL Paper 2 17. Sesotho SAL Paper 1 18. Setswana HL Paper 1 19. Technical Mathematics Paper 2 20. Tshivenda FAL Paper 1
5.5 Allows for the testing of skills.	1. Civil Technology: Services 2. English HL Paper 2 3. IsiXhosa HL Paper1 4. Sepedi SAL Paper 1
5.6 Generates questions across the cognitive levels.	1. Civil Technology: Services 2. English HL Paper 2 3. IsiXhosa FAL Paper 1 4. IsiXhosa HL Paper 1 5. Sepedi SAL Paper 1

Quality indicators	Question papers not compliant
Quality of questions	
5.7 The questions relate to what is pertinent in the subject.	1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. Afrikaans HL Paper 3 4. Electrical Technology: Digital 5. Electrical Technology: Electronics 6. Electrical Technology: Power Systems 7. English HL Paper 2 8. Sepedi FAL Paper 1 9. Sepedi FAL Paper 2 10. Sesotho FAL Paper 1 11. Sesotho FAL Paper 2 12. Sesotho HL Paper 1 13. Sesotho HL Paper 2 14. Sesotho SAL Paper 1
5.8 The questions are free from vaguely defined problems, ambiguous wording, extraneous or irrelevant information, trivia and unintentional clues to the correct answers.	1. Afrikaans SAL Paper 2 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 3 6. Business Studies Paper 1 7. Civil Technology: Construction 8. Civil Technology: Woodworking 9. Computer Applications Technology Paper 1 (BU) 10. Computer Applications Technology Paper 1 11. Computer Applications Technology Paper 2 12. Civil Technology: Services 13. Consumer Studies 14. Economics Paper 1 15. Economics Paper 2 16. Electrical Technology: Digital 17. Electrical Technology: Electronics 18. English FAL Paper 2 19. English FAL Paper 3 20. English HL Paper 1 21. English HL Paper 2 22. History Paper 1 23. Hospitality Studies 24. IsiXhosa FAL Paper 1 25. IsiXhosa FAL Paper 2 26. IsiXhosa HL Paper 1 27. IsiXhosa HL Paper 2 28. Information Technology Paper 1 29. Information Technology Paper 2 30. Marine Sciences Paper 1 31. Mathematical Literacy Paper 1

Quality indicators	Question papers not compliant
	32. Information Technology Paper 1 33. Information Technology Paper 2 34. Marine Sciences Paper 1 35. Mathematical Literacy Paper 1 36. Mathematical Literacy Paper 2 37. South African Sign Language HL Paper 1 38. South African Sign Language HL Paper 2 39. Sepedi SAL Paper 1 40. Setswana FAL Paper 1 41. Setswana HL Paper 2 42. Setswana HL Paper 3 43. Siswati FAL Paper 1 44. Siswati FAL Paper 2 45. Siswati FAL Paper 3 46. Siswati HL Paper 1 47. Siswati HL Paper 2 48. Technical Mathematics Paper 1 49. Tourism 50. Tshivenda HL Paper 1 51. Tshivenda HL Paper 2 52. Tshivenda HL Paper 3 53. Tshivenda FAL Paper 1 54. Tshivenda FAL Paper 2

Quality indicators	Question papers not compliant
5.9 The questions provide clear instructional key words/verbs.	1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 2 4. Afrikaans HL Paper 3 5. Business Studies Paper 2 6. Computer Applications Technology Paper 1 (BU) 7. Computer Applications Technology Paper 1 8. Economics Paper 1 9. Economics Paper 2 10. Electrical Technology: Power Systems 11. English FAL Paper 2 12. English FAL Paper 3 13. English HL Paper 1 14. English HL Paper 2 15. History Paper 1 16. IsiXhosa FAL Paper 1 17. IsiZulu FAL Paper 2 18. IsiZulu SAL Paper 2 19. Life Orientation 20. Marine Sciences Paper 1 21. Mathematical Literacy Paper 1 22. Mathematical Literacy Paper 2 23. Music Paper 1 24. Sesotho HL Paper 2 25. Sesotho SAL Paper 2 26. Setswana FAL Paper 1 27. Setswana FAL Paper 2 28. Siswati FAL Paper 1 29. Siswati FAL Paper 2 30. Siswati FAL Paper 3 31. Siswati HL Paper 1 32. Siswati HL Paper 2 33. Tourism 34. Tshivenda FAL Paper 2 35. Xitsonga HL Paper 3

Quality indicators	Question papers not compliant
5.10 The questions contain sufficient information to elicit appropriate responses.	1. Afrikaans SAL Paper 2 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans HL Paper 1 5. Afrikaans HL Paper 2 6. Afrikaans HL Paper 3 7. Business Studies Paper 2 8. Civil Technology: Construction 9. Civil Technology: Woodworking 10. Civil Technology: Services 11. Consumer Studies 12. Economics Paper 1 13. English FAL Paper 1 14. English FAL Paper 3 15. English HL Paper 1 16. English HL Paper 2 17. Hospitality Studies 18. IsiXhosa FAL Paper 1 19. IsiXhosa FAL Paper 3 20. IsiXhosa HL Paper 1 21. IsiXhosa HL Paper 2 22. IsiXhosa HL Paper 3 23. IsiZulu FAL Paper 2 24. IsiZulu FAL Paper 3 25. IsiZulu SAL Paper 2 26. Mathematical Literacy Paper 1 27. South African Sign Language HL Paper 2 28. Sepedi FAL Paper 2 29. Sepedi SAL Paper 1 30. Sesotho FAL Paper 2 31. Sesotho FAL Paper 3 32. Sesotho HL Paper 2 33. Sesotho SAL Paper 1 34. Sesotho SAL Paper 2 35. Setswana FAL Paper 1 36. Setswana HL Paper 2 37. Setswana HL Paper 3 38. Siswati FAL Paper 1

Quality indicators	Question papers not compliant
	39. Siswati FAL Paper 2 40. Siswati FAL Paper 3 41. Siswati HL Paper 1 42. Siswati HL Paper 2 43. Technical Sciences Paper 1 44. Tourism 45. Tshivenda HL Paper 3 46. Xitsonga FAL Paper 2 47. Xitsonga HL Paper 3
5.11 There are no factual errors or misleading information in the questions.	1. Afrikaans HL Paper 3 2. Consumer Studies 3. Dramatic Arts 4. Economics Paper 1 5. Electrical Technology: Digital 6. Electrical Technology: Electronics 7. IsiXhosa FAL Paper 1 8. IsiXhosa FAL Paper 3 9. IsiXhosa HL Paper 1 10. IsiXhosa HL Paper 2 11. IsiZulu FAL Paper 1 12. IsiZulu FAL Paper 2 13. IsiZulu FAL Paper 3 14. IsiZulu SAL Paper 2 15. Life Sciences Paper 1 16. Life Sciences Paper 2 17. Music Paper 1 18. South African Sign Language HL Paper 1 19. Sesotho SAL Paper 2 20. Setswana HL Paper 1 21. Technical Mathematics Paper 1 22. Technical Sciences Paper 1 23. Technical Sciences Paper 2 24. Tourism
5.12 There are no double negatives in the questions/the questions are not formulated in unnecessarily negative terms.	1. Dramatic Arts 2. Hospitality Studies
5.13 References in questions to prose texts, visuals, drawings, illustrations, examples, tables, graphs, are relevant and correct.	1. Consumer Studies 2. English HL Paper 2 3. IsiNdebele FAL Paper 1 4. IsiXhosa FAL Paper 1 5. IsiXhosa FAL Paper 3 6. IsiXhosa HL Paper 1 7. South African Sign Language HL Paper 1 8. Sepedi FAL Paper 1 9. Setswana HL Paper 1 10. Technical Mathematics Paper 2 11. Tshivenda HL Paper 1 12. Tshivenda HL Paper 2

Quality indicators	Question papers not compliant
5.14 One question does not suggest the answer to another question.	1. Civil Technology: Construction 2. Civil Technology: Woodworking 3. Civil Technology: Services 4. Consumer Studies 5. Dramatic Arts 6. Engineering Graphics & Design Paper 1 7. Electrical Technology: Digital 8. Electrical Technology: Electronics 9. English HL Paper 1 10. IsiXhosa FAL Paper 2 11. Life Sciences Paper 2 12. Marine Sciences Paper 2 13. Music Paper 1 14. Technical Mathematics Paper 1
5.15 One question does not overlap with another question.	1. Computer Applications Technology Paper 2 2. Civil Technology: Construction 3. English HL Paper 2 4. Hospitality Studies 5. Music Paper 1 6. Physical Sciences Paper 2 7. South African Sign Language HL Paper 2 8. Tshivenda HL Paper 1 9. Tshivenda HL Paper 2 10. Tshivenda FAL Paper 2
Multiple-choice questions (where applicable)	
5.16 The options follow grammatically from the stem.	1. Business Studies Paper 1 2. Civil Technology: Services 3. Consumer Studies 4. Life Orientation 5. Marine Sciences Paper 2
5.17 The options are free from logical cues that make one of the options an obvious choice.	1. Civil Technology: Construction 2. Civil Technology: Woodworking 3. Economics Paper 2 4. Electrical Technology: Digital 5. Electrical Technology: Electronics 6. Electrical Technology: Power Systems 7. English FAL Paper 2 8. English HL Paper 1 9. Hospitality Studies 10. Life Orientation 11. Sepedi HL Paper 1 12. Sepedi SAL Paper 1 13. Sesotho SAL Paper 2 14. Setswana HL Paper 1
5.18 The options are free from such absolute terms as “always” or “never”.	NONE

Quality indicators	Question papers not compliant
5.19 All the options are of approximately the same length, with the correct answer not being longer, more specific or more complete than other options.	1. Consumer Studies 2. English FAL Paper 2 3. English HL Paper 1 4. Sesotho FAL Paper 1 5. Sesotho SAL Paper 1 6. Setswana HL Paper 1
5.20 A word or phrase in the stem is not repeated in the correct answer.	NONE
5.21 The correct answer does not include elements in common with other options.	1. English HL Paper 1 2. Tshivenda FAL Paper 2

CRITERION 6: LANGUAGE AND BIAS

Quality indicators	Question papers not compliant
6.1 Subject terminology/data are used correctly.	1. Afrikaans HL Paper 1 2. Economics Paper 1 3. IsiZulu FAL Paper 2 4. IsiZulu SAL Paper 2 5. Marine Sciences Paper 2 6. Sepedi FAL Paper 2 7. Sepedi SAL Paper 1 8. Sesotho HL Paper 2 9. Setswana FAL Paper 1 10. Technical Mathematics Paper 1 11. Technical Mathematics Paper 2
6.2 The language, register and the level and complexity of the vocabulary are appropriate for Grade 12 learners.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 3 5. Afrikaans HL Paper 1 6. Afrikaans HL Paper 3 7. Consumer Studies 8. Economics Paper 1 9. English HL Paper 1 10. English HL Paper 3 11. IsiZulu FAL Paper 1 12. IsiZulu SAL Paper 1 13. Mathematical Literacy Paper 1 14. Mathematical Literacy Paper 2 15. South African Sign Language HL Paper 2 16. Sepedi HL Paper 3 17. Technical Mathematics Paper 1 18. Tourism 19. Visual Arts

Quality indicators	Question papers not compliant
6.3 There are no subtleties in the grammar t that might create confusion.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 2 5. Afrikaans FAL Paper 3 6. Afrikaans HL Paper 1 7. Afrikaans HL Paper 2 8. Afrikaans HL Paper 3 9. Business Studies Paper 1 10. Business Studies Paper 2 11. Computer Applications Technology Paper 1 (BU) 12. Computer Applications Technology Paper 1 13. Computer Applications Technology Paper 2 14. Dramatic Arts Paper 2 15. Economics Paper 2 16. English FAL Paper 1 17. Engineering Graphics & Design Paper 1 18. Engineering Graphics & Design Paper 2 19. English FAL Paper 2 20. English FAL Paper 2 21. English FAL Paper 3 22. IsiZulu FAL Paper 1 23. Information Technology Paper 1 24. Mathematical Literacy Paper 1 25. Mathematical Literacy Paper 2 26. Setswana HL Paper 1 27. Setswana HL Paper 2 28. Setswana HL Paper 3 29. Technical Mathematics Paper 1 30. Visual Arts Paper 1

Quality indicators	Question papers not compliant
6.4 The language used in the question paper is grammatically correct.	1. Afrikaans SAL Paper 3 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans FAL Paper 3 5. Afrikaans HL Paper 1 6. Afrikaans HL Paper 3 7. Agricultural Management Practices 8. Computer Applications Technology Paper 1 (BU) 9. Computer Applications Technology Paper 1 10. Computer Applications Technology Paper 2 11. Civil Technology: Services 12. Economics Paper 2 13. Electrical Technology: Digital 14. Electrical Technology: Electronics 15. Electrical Technology: Power Systems 16. English HL Paper 2 17. IsiXhosa FAL Paper 2 18. IsiXhosa FAL Paper 3 19. IsiZulu FAL Paper 2 20. IsiZulu SAL Paper 2 21. IsiZulu SAL Paper 3 22. Information Technology Paper 1 23. Information Technology Paper 1 (BU) 24. Information Technology Paper 2 25. Marine Sciences Paper 1 26. Marine Sciences Paper 2 27. Mathematical Literacy Paper 1 28. Mathematical Literacy Paper 2 29. South African Sign Language HL Paper 2 30. Setswana HL Paper 2 31. Setswana HL Paper 3 32. Technical Mathematics Paper 1
6.5 The questions do not contain over-complicated syntax.	1. Afrikaans FAL Paper 1 2. Afrikaans FAL Paper 2 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 3 5. Business Studies Paper 2 6. Consumer Studies 7. Dramatic Arts Paper 2 8. Electrical Technology: Electronics 9. IsiXhosa SAL Paper 2 10. Information Technology Paper 1 11. Information Technology Paper 2 12. Music Paper 1 13. Physical Sciences Paper 2 14. Visual Arts Paper 1
6.6 Foreign names, terms and jargon are accompanied by a glossary.	1. Electrical Technology: Power Systems

Quality indicators	Question papers not compliant
6.7 There is no evidence of bias in the paper in respect of culture, gender, language, politics, race, religion, stereotyping, province, region, etc.	1. Afrikaans HL Paper 1 2. Agricultural Management Practices 3. Consumer Studies 4. Dramatic Arts Paper 2 5. Economics Paper 1 6. English FAL Paper 3 7. English HL Paper 2 8. English HL Paper 3 9. Hospitality Studies 10. Marine Sciences Paper 2 11. Sepedi SAL Paper 1 12. Sepedi SAL Paper 3 13. Tshivenda FAL Paper 2
6.8 The questions allow for adaptations and modifications for assessing special needs students in the interests of inclusivity.	1. IsiXhosa FAL Paper 2 2. IsiXhosa HL Paper 1 3. IsiXhosa HL Paper 2 4. Marine Sciences Paper 1 5. Marine Sciences Paper 2 6. Visual Arts Paper 1

CRITERION 7: PREDICTABILITY

Quality indicators	Question papers not compliant
7.1 Questions are of such a nature that they cannot be easily spotted or predicted.	1. Civil Technology: Construction 2. Civil Technology: Woodworking 3. Computer Applications Technology Paper 1 4. Civil Technology: Services 5. Engineering Graphics & Design Paper 1 6. Engineering Graphics & Design Paper 2 7. Electrical Technology: Digital 8. Electrical Technology: Electronics 9. Electrical Technology: Power Systems 10. English HL Paper 1 11. IsiNdebele FAL Paper 1 12. IsiZulu HL Paper 2 13. Life Orientation 14. Sepedi FAL Paper 2 15. Sepedi SAL Paper 1 16. Sepedi SAL Paper 3 17. Setswana FAL Paper 1 18. Setswana FAL Paper 2 19. Technical Mathematics Paper 1

Quality indicators	Question papers not compliant
7.2 There is no verbatim repetition ("cut and paste") of questions from the past three years' question papers.	1. Computer Applications Technology Paper 1 2. Computer Applications Technology Paper 2 3. Civil Technology: Construction 4. Civil Technology: Services 5. Consumer Studies 6. Dramatic Arts Paper 2 7. Economics Paper 2 8. Geography Paper 2 9. Music Paper 2 10. Setswana FAL Paper 1 11. Setswana FAL Paper 2 12. Technical Mathematics Paper 1
7.3 The paper contains an appropriate degree of innovation.	1. Civil Technology: Construction 2. Civil Technology: Woodworking 3. Computer Applications Technology Paper 1 4. Computer Applications Technology Paper 2 5. Civil Technology: Services 6. Engineering Graphics & Design Paper 1 7. English HL Paper 2 8. IsiZulu FAL Paper 2 9. IsiZulu HL Paper 2 10. IsiZulu SAL Paper 2 11. Music Paper 1 12. Music Paper 2 13. Sepedi SAL Paper 3 14. Sesotho HL Paper 2 15. Setswana FAL Paper 1 16. Setswana FAL Paper 2

PART B: MODERATION OF MARKING GUIDELINE

CRITERION 8: CONFORMITY WITH QUESTION PAPER

Quality indicators	Question papers not compliant
8.1 The memo/marking guideline corresponds with the questions in the question paper.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 3 5. Afrikaans HL Paper 1 6. Afrikaans HL Paper 3 7. Agricultural Sciences Paper 1 8. Civil Technology: Woodworking 9. Consumer Studies 10. Economics Paper 1 11. Economics Paper 2 12. English FAL Paper 1 13. English FAL Paper 2 14. English HL Paper 2 15. Geography Paper 2 16. Hospitality Studies 17. IsiNdebele HL Paper 1 18. IsiXhosa FAL Paper 1 19. IsiXhosa HL Paper 1 20. IsiXhosa HL Paper 2 21. IsiXhosa SAL Paper 2 22. IsiZulu FAL Paper 1 23. IsiZulu FAL Paper 2 24. IsiZulu SAL Paper 1 25. IsiZulu SAL Paper 2 26. Information Technology Paper 2 27. Life Orientation 28. South African Sign Language HL Paper 1 29. South African Sign Language HL Paper 2 30. Sepedi FAL Paper 1 31. Sepedi FAL Paper 2 32. Sepedi SAL Paper 2 33. Sesotho FAL Paper 2 34. Sesotho SAL Paper 2 35. Setswana FAL Paper 1 36. Setswana FAL Paper 2 37. Setswana HL Paper 1 38. Setswana HL Paper 2 39. Technical Sciences Paper 2 40. Xitsonga FAL Paper 1 41. Xitsonga FAL Paper 2 42. Xitsonga HL Paper 1

Quality indicators	Question papers not compliant
8.2 The memo/marking guideline matches the command words in the questions.	1. Afrikaans SAL Paper 3 2. Afrikaans FAL Paper 1 3. Afrikaans FAL Paper 2 4. Afrikaans FAL Paper 3 5. Afrikaans HL Paper 2 6. Computer Applications Technology Paper 2 7. Civil Technology: Construction 8. Economics Paper 1 9. Economics Paper 2 10. English FAL Paper 2 11. IsiXhosa FAL Paper 2 12. IsiXhosa HL Paper 2 13. IsiZulu FAL Paper 1 14. IsiZulu FAL Paper 2 15. IsiZulu SAL Paper 1 16. IsiZulu SAL Paper 2 17. Music Paper 1 18. Physical Sciences Paper 1 19. South African Sign Language HL Paper 2 20. Sepedi HL Paper 2 21. Sepedi SAL Paper 2 22. Sesotho FAL Paper 1 23. Sesotho FAL Paper 2 24. Sesotho HL Paper 1 25. Sesotho HL Paper 2 26. Sesotho SAL Paper 1 27. Sesotho SAL Paper 2 28. Siswati FAL Paper 1 29. Siswati FAL Paper 2 30. Siswati HL Paper 1 31. Siswati HL Paper 2 32. Technical Mathematics Paper 1
8.3 The marks for each (sub-) question shown in the memo/marking guideline correspond with those shown in the question paper.	1. Afrikaans HL Paper 1 2. Agricultural Sciences Paper 1 3. Dramatic Arts Paper 2 4. Economics Paper 2 5. Engineering Graphics & Design Paper 1 6. Engineering Graphics & Design Paper 2 7. IsiXhosa FAL Paper 2 8. Marine Sciences Paper 1 9. Marine Sciences Paper 2 10. Physical Sciences Paper 1 11. South African Sign Language HL Paper 2 12. Sesotho FAL Paper 2 13. Sesotho HL Paper 2 14. Sesotho SAL Paper 2

CRITERION 9: ACCURACY AND RELIABILITY OF MARKING GUIDELINE

Quality indicators	Question papers not compliant
9.1 The answers in the marking guideline are all correct in terms of the subject matter.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 2 5. Afrikaans FAL Paper 3 6. Afrikaans HL Paper 1 7. Afrikaans HL Paper 3 8. Consumer Studies 9. Economics Paper 1 10. Economics Paper 2 11. Electrical Technology: Electronics 12. Electrical Technology: Power Systems 13. English FAL Paper 2 14. English HL Paper 2 15. Geography Paper 1 16. Geography Paper 2 17. History Paper 1 18. IsiXhosa FAL Paper 1 19. IsiXhosa FAL Paper 3 20. IsiXhosa HL Paper 1 21. IsiXhosa HL Paper 2 22. IsiXhosa SAL Paper 2 23. IsiZulu FAL Paper 2 24. IsiZulu HL Paper 2 25. IsiZulu SAL Paper 2 26. IsiZulu SAL Paper 3 27. Information Technology Paper 2 28. Life Orientation 29. Life Sciences Paper 1 30. Mathematical Literacy Paper 1 31. Mathematical Literacy Paper 2 32. Mathematics Paper 1 33. Mathematics Paper 2 34. Music Paper 2 35. Physical Sciences Paper 1 36. Physical Sciences Paper 2 37. South African Sign Language HL Paper 1 38. South African Sign Language HL Paper 2 39. Sepedi FAL Paper 1 40. Sepedi FAL Paper 2 41. Sepedi SAL Paper 1 42. Sepedi SAL Paper 2 43. Sesotho FAL Paper 1 44. Sesotho FAL Paper 2

Quality indicators	Question papers not compliant
	45. Sesotho HL Paper 1 46. Sesotho HL Paper 2 47. Sesotho SAL Paper 1 48. Sesotho SAL Paper 2 49. Setswana FAL Paper 1 50. Setswana FAL Paper 2 51. Setswana HL Paper 1 52. Siswati FAL Paper 1
	53. Siswati FAL Paper 2 54. Siswati HL Paper 1 55. Siswati HL Paper 2 56. Technical Mathematics Paper 1 57. Technical Mathematics Paper 2 58. Technical Sciences Paper 1 59. Technical Sciences Paper 2 60. Tourism 61. Xitsonga HL Paper 1

Quality indicators	Question papers not compliant
9.2 The marking guideline does not contain typographical errors or errors in language.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 2 5. Afrikaans FAL Paper 3 6. Afrikaans HL Paper 1 7. Afrikaans HL Paper 3 8. Agricultural Management Practices 9. Agricultural Sciences Paper 1 10. Civil Technology: Services 11. Consumer Studies, 12. Design Paper 1 13. Dramatic Arts Paper 2 14. Economics Paper 1 15. Economics Paper 2 16. Electrical Technology: Digital 17. Electrical Technology: Electronics 18. Electrical Technology: Power Systems 19. English FAL Paper 2 20. English HL Paper 2 21. History Paper 2 22. IsiXhosa FAL Paper 1 23. IsiXhosa FAL Paper 2 24. IsiXhosa SAL Paper 2 25. IsiZulu FAL Paper 2 26. IsiZulu HL Paper 1 27. IsiZulu HL Paper 2 28. IsiZulu HL Paper 3 29. IsiZulu SAL Paper 2 30. IsiZulu SAL Pape 3 31. Life Orientation 32. Marine Sciences Paper 2 33. Music Paper 2 34. South African Sign Language HL Paper 2 35. Sepedi HL Paper 2 36. Sepedi SAL Paper 3 37. Sesotho FAL Paper 1 38. Sesotho FAL Paper 2 39. Sesotho FAL Paper 3 40. Sesotho HL Paper 3 41. Sesotho SAL Paper 2 42. Sesotho SAL Paper 3 43. Setswana FAL Paper 1
	44. Setswana FAL Paper 2 45. Siswati FAL Paper 1 46. Siswati FAL Paper 2 47. Siswati FAL Paper 3 48. Siswati HL Paper 1 49. Siswati HL Paper 2 50. Technical Mathematics Paper 1 51. Visual Arts Paper 1

Quality indicators	Question papers not compliant
9.3 The marking guideline is clearly laid out and facilitates marking.	1. Afrikaans SAL Paper 2 2. Afrikaans FAL Paper 1 3. Afrikaans HL Paper 1 4. Afrikaans HL Paper 2 5. Afrikaans HL Paper 3 6. Civil Technology: Construction 7. Civil Technology: Woodworking 8. Economics Paper 1 9. Economics Paper 2 10. Engineering Graphics & Design Paper 1 11. Engineering Graphics & Design Paper 2 12. English HL Paper 2 13. Geography Paper 2 14. IsiXhosa FAL Paper1 15. IsiXhosa FAL Paper 2 16. IsiXhosa FAL Paper 3 17. IsiXhosa SAL Paper 2 18. IsiZulu FAL Paper 2 19. IsiZulu HL Paper 1 20. IsiZulu HL Paper 2 21. IsiZulu SAL Paper 1 22. IsiZulu SAL Paper 2 23. Life Orientation 24. South African Sign Language HL Paper 2 25. Xitsonga FAL Paper 1 26. Xitsonga FAL Paper 2 27. Xitsonga HL Paper 1
9.4 The marking guideline is complete showing mark allocation and mark distribution within each of the questions.	1. Economics Paper 2
9.5 The marking guideline encourages a spread of marks within an answer.	1. Computer Applications Technology Paper 1 (BU) 2. Computer Applications Technology Paper 1 3. Economics Paper 2 4. English HL Paper 1
9.6 The marking guideline does not offer such a small range of marks that the ability to discriminate among low and high performers is compromised.	1. Afrikaans HL Paper 1 2. Dramatic Arts Paper 2 3. English HL Paper 1
9.7 The marking guideline awards marks positively/there is no negative marking.	NONE

Quality indicators	Question papers not compliant
9.8 The marking guideline provides enough detail to ensure the reliability of marking.	1. Afrikaans HL Paper 3 2. Business Studies Paper 1 3. Business Studies Paper 2 4. Civil Technology: Woodworking 5. Computer Applications Technology Paper 1 (BU) 6. Computer Applications Technology Paper 1 7. Computer Applications Technology Paper 2 8. Civil Technology: Services 9. Economics Paper 1 10. Economics Paper 2 11. English HL Paper 1 12. English HL Paper 2 13. English HL Paper 3 14. IsiNdebele HL Paper 1 15. IsiXhosa FAL Paper 3 16. IsiZulu FAL Paper 1 17. IsiZulu FAL Paper 2 18. IsiZulu SAL Paper 1 19. IsiZulu SAL Paper 2 20. Life Orientation 21. South African Sign Language HL Paper 1 22. Sepedi FAL Paper 2 23. Sesotho FAL Paper 1 24. Sesotho FAL Paper 2 25. Sesotho FAL Paper 3 26. Sesotho HL Paper 1 27. Sesotho HL Paper 2 28. Sesotho HL Paper 3 29. Sesotho SAL Paper 1 30. Sesotho SAL Paper 2 31. Sesotho SAL Paper 3 32. Setswana HL Paper 2

Quality indicators	Question papers not compliant
9.9 The marking guideline makes allowance for relevant/correct alternative responses.	1. Afrikaans HL Paper 2 2. Computer Applications Technology Paper 1 (BU) 3. Computer Applications Technology Paper 1 4. Computer Applications Technology Paper 2 5. Consumer Studies 6. English HL Paper 2 7. IsiXhosa FAL Paper 3 8. IsiZulu FAL Paper 1 9. IsiZulu FAL Paper 2 10. IsiZulu SAL Paper 1 11. IsiZulu SAL Paper 2 12. Mathematics Paper 1 13. Sesotho HL Paper 2 14. Technical Mathematics Paper 1 15. Technical Mathematics Paper 2
9.10 The marking guideline uses rubrics where appropriate.	NONE

PART C: OVERALL IMPRESSION AND GENERAL REMARKS

CRITERION 10: OVERALL IMPRESSION

Quality indicators	Question papers not compliant
10.1 The question paper is in line with the current policy/guideline documents.	1. Economics Paper 1 2. Information Technology Paper 1 3. Physical Sciences Paper 1 4. Sesotho HL Paper 2 5. Technical Mathematics Paper 1 6. Technical Mathematics Paper 2
10.2 The question paper is fair, valid and reliable.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 2 5. Afrikaans FAL Paper 3 6. Afrikaans HL Paper 1 7. Afrikaans HL Paper 2 8. Afrikaans HL Paper 3 9. Agricultural Management Practices 10. Business Studies Paper 1 11. Business Studies Paper 2 12. Civil Technology: Construction 13. Civil Technology: Woodworking 14. Civil Technology: Services 15. Consumer Studies 16. Economics Paper 1 17. Economics Paper 2 18. Engineering Graphics & Design Paper 1 19. Engineering Graphics & Design Paper 2 20. Electrical Technology: Digital 21. Electrical Technology: Electronics 22. Electrical Technology: Power Systems 23. English FAL Paper 2 24. English FAL Paper 3 25. English HL Paper 1 26. English HL Paper 2 27. English HL Paper 3 28. Geography Paper 2 29. History Paper 1 30. IsiXhosa FAL Paper 1 31. IsiXhosa FAL Paper 2 32. IsiXhosa FAL Paper 3 33. IsiXhosa HL Paper 1 34. IsiXhosa HL Paper 2 35. IsiXhosa HL Paper 3 36. IsiZulu FAL Paper 2 37. IsiZulu FAL Paper 3 38. IsiZulu HL Paper 1 39. IsiZulu HL Paper 2 40. IsiZulu HL Paper 3 41. IsiZulu SAL Paper 2 42. Information Technology Paper 2 43. Music Paper 1 44. Music Paper 2 45. Physical Sciences Paper 1

Quality indicators	Question papers not compliant
	46. South African Sign Language HL Paper 2 47. Sepedi FAL Paper 1 48. Sepedi FAL Paper 2 49. Sepedi HL Paper 1 50. Sepedi HL Paper 2 51. Sepedi HL Paper 3 52. Sepedi SAL Paper 1 53. Sepedi SAL Paper 2 54. Sepedi SAL Paper 3 55. Sesotho FAL Paper 1 56. Sesotho FAL Paper 2 57. Sesotho HL Paper 1 58. Sesotho HL Paper 2 59. Sesotho SAL Pape 1 60. Sesotho SAL Paper 2 61. Setswana FAL Paper 1 62. Setswana FAL Paper 2 63. Setswana HL Paper 1 64. Setswana HL Paper 2 65. Setswana HL Paper 3 66. Siswati FAL Paper 1 67. Siswati FAL Paper 2 68. Siswati FAL Paper 3 69. Siswati HL Paper 1 70. Siswati HL Paper 2 71. Technical Mathematics Paper 1 72. Technical Mathematics Paper 2 73. Tshivenda HL Paper 3 74. Visual Arts Paper 1 75. Xitsonga FAL Paper 1 76. Xitsonga FAL Paper 2 77. Xitsonga HL Paper 1 78. Xitsonga HL Paper 3
10.3 The question paper as a whole assesses the objectives of the CAPS and/or SAG and/or other applicable assessment frameworks.	1. Economics Paper 1 2. Sepedi FAL Paper 1 3. Sepedi FAL Paper 2 4. Sepedi SAL Paper 1 5. Sepedi SAL Paper 2 6. Sepedi SAL Paper 3 7. Sesotho FAL Paper 1 8. Sesotho FAL Paper 2 9. Sesotho HL Paper 2 10. Setswana FAL Paper 1 11. Setswana FAL Paper 2 12. Technical Mathematics Paper 1

Quality indicators	Question papers not compliant
10.4 The question paper is of the appropriate standard.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 2 5. Afrikaans FAL Paper 3 6. Afrikaans HL Paper 1 7. Afrikaans HL Paper 2 8. Afrikaans HL Paper 3 9. Civil Technology: Construction 10. Civil Technology: Woodworking 11. Civil Technology: Services 12. Economics Paper 1 13. Economics Paper 2 14. Electrical Technology: Digital 15. Electrical Technology: Electronics 16. Electrical Technology: Power Systems 17. English FAL Paper 2 18. English FAL Paper 3 19. English HL Paper 1 20. English HL Paper 2 21. English HL Paper 3 22. History Paper 2 23. IsiNdebele HL Paper 1 24. IsiXhosa FAL Paper 1 25. IsiXhosa FAL Paper 2 26. IsiXhosa HL Paper 1 27. IsiXhosa HL Paper 2 28. IsiXhosa HL Paper 3 29. IsiZulu FAL Paper 2 30. IsiZulu FAL Paper 3 31. IsiZulu HL Paper 1 32. IsiZulu HL Paper 2 33. IsiZulu HL Paper 3 34. IsiZulu SAL Paper 2 35. Mathematics Paper 1 36. Physical Sciences Paper 1 37. South African Sign Language HL Paper 2 38. Xitsonga HL Paper 3 39. Sepedi FAL Paper 1 40. Sepedi FAL Paper 2 41. Sepedi HL Paper 1

Quality indicators	Question papers not compliant
	42. Sepedi HL Paper 2 43. Sepedi HL Paper 3 44. Sepedi SAL Paper 1 45. Sepedi SAL Paper 2 46. Sepedi SAL Paper 3 47. Sesotho FAL Paper 1 48. Sesotho FAL Paper 2 49. Sesotho HL Paper 1 50. Sesotho HL Paper 2 51. Sesotho SAL Paper 1 52. Sesotho SAL Paper 2 53. Setswana FAL Paper 1 54. Setswana FAL Paper 2 55. Setswana HL Paper 2 56. Setswana HL Paper 3 57. Siswati FAL Paper 1 58. Siswati FAL Paper 2 59. Siswati FAL Paper 3 60. Siswati HL Paper 1 61. Siswati HL Paper 2 62. Technical Mathematics Paper 1 63. Technical Mathematics Paper 2 64. Xitsonga FAL Paper 1 65. Xitsonga FAL Paper 2 66. Xitsonga HL Paper 1

Quality indicators	Question papers not compliant
10.5 The standard of the question paper compares favourably with those of previous years.	1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. Afrikaans HL Paper 3 4. Civil Technology: Construction 5. Civil Technology: Services 6. Economics Paper 1 7. Economics Paper 2 8. English FAL Paper 3 9. English HL Paper 1 10. English HL Paper 2 11. English HL Paper 3 12. IsiXhosa FAL Paper 1 13. IsiXhosa FAL Paper 2 14. IsiXhosa HL Paper 1 15. IsiXhosa HL Paper 2 16. IsiXhosa HL Paper 3 17. IsiZulu FAL Paper 2 18. IsiZulu HL Paper 1 19. IsiZulu HL Paper 2 20. IsiZulu HL Paper 3 21. IsiZulu SAL Paper 2 22. Marine Sciences Paper 1 23. Physical Sciences Paper 1 24. South African Sign Language HL Paper 2 25. Sepedi FAL Paper 1 26. Sepedi FAL Paper 2 27. Sepedi SAL Paper 1 28. Sepedi SAL Paper 2 29. Sepedi SAL Paper 3 30. Sesotho FAL Paper 1 31. Sesotho FAL Paper 2 32. Sesotho HL Paper 1 33. Sesotho HL Paper 2 34. Sesotho SAL Paper 1 35. Sesotho SAL Paper 2 36. Setswana FAL Paper 1 37. Setswana FAL Paper 2 38. Technical Mathematics Paper 1 39. Technical Mathematics Paper 2

Quality indicators	Question papers not compliant
10.6 The marking guideline is fair, valid and reliable.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 2 5. Afrikaans FAL Paper 3 6. Afrikaans HL Paper 1 7. Afrikaans HL Paper 2 8. Afrikaans HL Paper 3 9. Agricultural Management Practices 10. Business Studies Paper 1 11. Business Studies Paper 2 12. Civil Technology: Construction 13. Civil Technology: Woodworking 14. Consumer Studies 15. Economics Paper 1 16. Economics Paper 2 17. Engineering Graphics & Design Paper 1 18. Engineering Graphics & Design Paper 2 19. Electrical Technology: Digital 20. Electrical Technology: Electronics 21. Electrical Technology: Power Systems 22. English FAL Paper 2 23. English HL Paper 2 24. Geography Paper 2 25. IsiXhosa FAL Paper 1 26. IsiXhosa FAL Paper 2 27. IsiXhosa FAL Paper 3 28. IsiXhosa HL Paper 1 29. IsiXhosa HL Paper 2 30. IsiXhosa HL Paper 3 31. IsiXhosa SAL Paper 2 32. IsiZulu FAL Paper 2 33. IsiZulu HL Paper 1 34. IsiZulu HL Paper 2 35. IsiZulu HL Paper 3 36. IsiZulu SAL Paper 1 37. IsiZulu SAL Paper 2 38. IsiZulu SAL Paper 3

Quality indicators	Question papers not compliant
	39. Information Technology Paper 1 40. Information Technology Paper 2 41. Life Orientation 42. Marine Sciences Paper 1 43. Physical Sciences Paper 1 44. South African Sign Language HL Paper 2 45. Sepedi FAL Paper 1 46. Sepedi FAL Paper 2 47. Sepedi HL Paper 1 48. Sepedi HL Paper 2 49. Sepedi HL Paper 3 50. Sepedi SAL Paper 1 Sepedi SAL Paper 2 51. Sepedi SAL Paper 3 52. Sesotho FAL Paper 1
	53. Sesotho FAL Paper 2 54. Sesotho HL Paper 1 55. Sesotho HL Paper 2 56. Sesotho HL Paper 3 57. Sesotho SAL Paper 1 58. Sesotho SAL Paper 2 59. Sesotho SAL Paper 3 60. Setswana FAL Paper 1 61. Setswana FAL Paper 2 62. Setswana HL Paper 1 63. Siswati FAL Paper 1 64. Siswati FAL Paper 2 65. Siswati FAL Paper 3 66. Siswati HL Paper 1 67. Siswati HL Paper 2 68. Technical Mathematics Paper 1 69. Technical Mathematics Paper 2 70. Xitsonga FAL Paper 1 71. Xitsonga FAL Paper 2 72. Xitsonga HL Paper 1 73. Xitsonga HL Paper 3

Quality indicators	Question papers not compliant
10.7 The marking guideline is of the appropriate standard.	1. Afrikaans SAL Paper 2 2. Afrikaans SAL Paper 3 3. Afrikaans FAL Paper 1 4. Afrikaans FAL Paper 2 5. Afrikaans FAL Paper 3 6. Afrikaans HL Paper 1 7. Afrikaans HL Paper 2 8. Afrikaans HL Paper 3 9. Civil Technology: Construction 10. Civil Technology: Woodworking 11. Civil Technology: Services 12. Economics Paper 1 13. Economics Paper 2 14. Electrical Technology: Digital 15. Electrical Technology: Electronics 16. Electrical Technology: Power Systems 17. English FAL Paper 2 18. English HL Paper 1 19. English HL Paper 2 20. English HL Paper 3 21. IsiNdebele HL Paper 1 22. IsiXhosa FAL Paper 1 23. IsiXhosa FAL Paper 2 24. IsiXhosa HL Paper 1 25. IsiXhosa HL Paper 2 26. IsiXhosa HL Paper 3 27. IsiXhosa SAL Paper 2 28. IsiZulu FAL Paper 2 29. IsiZulu HL Paper 1 30. IsiZulu HL Paper 2 31. IsiZulu HL Paper 3 32. IsiZulu SAL Paper 1 33. IsiZulu SAL Paper 2 34. IsiZulu SAL Paper 3 35. Physical Sciences Paper 1 36. South African Sign Language HL Paper 2 37. Sepedi FAL Paper 1 38. Sepedi FAL Paper 2 39. Sepedi HL Paper 1 40. Sepedi HL Paper 2 41. Sepedi HL Paper 3 42. Sepedi SAL Paper 1 43. Sepedi SAL Paper 2 44. Sesotho HL Paper 1 45. Sesotho HL Paper 2 46. Sesotho SAL Paper 1 47. Sesotho SAL Paper 2 48. Sesotho SAL Paper 3 49. Setswana FAL Paper 1 50. Setswana FAL Paper 2 51. Setswana HL Paper 2 52. Siswati FAL Paper 1

Quality indicators	Question papers not compliant
	53. Siswati FAL Paper 2 54. Siswati FAL Paper 3 55. Siswati HL Paper 1 56. Siswati HL Paper 2 57. Technical Mathematics Paper 1 58. Technical Mathematics Paper 2 59. Xitsonga FAL Paper 1 60. Xitsonga FAL Paper 2 61. Xitsonga HL Paper 1 62. Xitsonga HL Paper 3

Quality indicators	Question papers not compliant
10.8 The standard of the marking guideline compares favourably with that of previous years.	1. Afrikaans HL Paper 1 2. Afrikaans HL Paper 2 3. Afrikaans HL Paper 3 4. Civil Technology: Construction 5. Civil Technology: Woodworking 6. Civil Technology: Services 7. Economics Paper 1 8. Economics Paper 2 9. Electrical Technology: Digital 10. Electrical Technology: Electronics 11. Electrical Technology: Power Systems 12. English FAL Paper 2 13. English HL Paper 1 14. English HL Paper 2 15. English HL Paper 3 16. IsiXhosa FAL Paper 1 17. IsiXhosa FAL Paper 2 18. IsiXhosa FAL Paper 3 19. IsiXhosa HL Paper 1 20. IsiXhosa HL Paper 2 21. IsiXhosa HL Paper 3 22. IsiZulu FAL Paper 2 23. IsiZulu HL Paper 1 24. IsiZulu HL Paper 2 25. IsiZulu SAL Paper 1 26. IsiZulu SAL Paper 2 27. IsiZulu SAL Paper 3 28. Life Orientation 29. South African Sign Language HL Paper 2 30. Sepedi FAL Paper 1 31. Sepedi SAL Paper 1 32. Sepedi SAL Paper 2 33. Sepedi SAL Paper 3 34. Sesotho FAL Paper 1 35. Sesotho FAL Paper 2 36. Sesotho HL Paper 1 37. Sesotho HL Paper 2 38. Sesotho SAL Paper 1 39. Sesotho SAL Paper 2 40. Sesotho SAL Paper 3 41. Technical Mathematics Paper 1 42. Technical Mathematics Paper 2
10.9 Skills, knowledge, attitudes and values are assessed.	1. Economics Paper 1 2. IsiXhosa HL Paper 1 3. IsiXhosa HL P3 4. Sesotho HL Paper 2

Annexure 1C: List of question papers sourced from the bank

SiSwati SAL Paper 1	Setswana SAL Paper 1
SiSwati SAL Paper 2	Setswana SAL Paper 2
SiSwati SAL Paper 3	Setswana SAL Paper 3
Xitsonga SAL Paper 1	Tshivenda SAL Paper 1
Xitsonga SAL Paper 2	Tshivenda SAL Paper 2
Xitsonga SAL Paper 3	Tshivenda SAL Paper 3
English SAL Paper 1	Information Technology Paper 1 (Back Up)
English SAL Paper 2	
English SAL Paper 3	

Annexure 2A: Subjects and Schools selected for SBA moderation per PED

PED	Phase 1	Phase 2
Eastern Cape	**Economics** o Cingani High School o KwaMagxaki High School o Lusikisiki Christian School o Ndzondelelo High School o Port St Johns Senior Secondary School o Sangoni Secondary School	**Economics** o Cingani High School o KwaMagxaki High School o Lusikisiki Christian School o Ndzondelelo High School o Port St Johns Senior Secondary School o Sangoni Secondary School
	History o Cibeni Senior Secondary School o Cingani High School o Gamble Street Secondary School o Kwamagxaki High School o Lusikisiki Christian School o Masibambane Senior Secondary School o Ndaliso Senior Secondary School o Port St Johns Senior Secondary School o Sangoni Senior Secondary School o Ndzondelelo High School	**Geography** o Bhongolwethu Senior Secondary School o Chief Mtirara Senior Secondary School Manzolwandle Senior Secondary School o Jongintaba Secondary School o Lumko Hogh School o Ntsokotha Senior Secondary School o Welsh Senior Secondary School
	Life Orientation o Cibeni Senior Secondary School o Cingani High School o Gamble Street Secondary School o Kwamagxaki High School o Lusikisiki Christian School o Masibambane Senior Secondary School o Ndaliso Senior Secondary School o Ndzondelelo High School o Port St Johns Senior Secondary School o Sangoni Senior Secondary School	**Life Orientation** o Cibeni Senior Secondary School o Cingani High School o Gamble Street Secondary School o Kwamagxaki High School o Lusikisiki Christian School o Masibambane Senior Secondary School o Ndaliso Senior Secondary School o Port St Johns Senior Secondary School o Sangoni Senior Secondary School o Ndzondelelo High School
		History o Cibeni Senior Secondary School o Cingani High School o Gamble Street Secondary School o Kwamagxaki High School o Masibambane Senior Secondary School o Ndzondelelo High School o Lusikisiki Christian School o Ndaliso Senior Secondary School o Port St Johns Senior Secondary School o Sangoni Senior Secondary School

PED	Phase 1	Phase 2
Free State	**Mathematics** o Albertina Sisulu Secondary School o Bahale Secondary School o Concordia High School o Dunamis Independent Christian School o Ikanyegeng Combined School o Ipetleng Secondary School o Kutluanong High School o Lephola Secondary School o Springfontein Secondary School o Wongalethu High School	**Economics** o Calculus independent school o Ikaheng Zakheni Secondary School o Metsimatsho Senior Secondary o Moemedi High School o New Horizon College o Nkarabeng Secondary School o Setjhaba Se Maketse Combined School o Tlotlisong Secondary School
	Physical Sciences o Albertina Sisulu Secondary School o Bahale Secondary School o Concordia Secondary School o Dunamis Christian School o Ikanyekeng Combined School o Ipetleng Secondary School o Kutloanong High School o Lephola Secondary School o Springfontein Secondary School o Wongalethu Secondary School	**Geography** o Calculus Secondary School o Ikaheng-Zakheni Secondary School o Lekhulong Secondary School o Metsi-Matsho Secondary School o Moemedi Secondary School o Nkarabeng Secondary School o Ntediseng Secondary School o Phukalla Secondary School o Setjhaba Se Maketse Secondary School o Tlitlisong Secondary School

PED	Phase 1	Phase 2
Gauteng	**Business Studies** o Acudeo College o Bophelong Secondary School o Botebo Tsepo Secondary School o Chrystal Springs Combined School o Dinokaneng Secondary School o Dr AT Moreosele Secondary School o EL-Shaddai Christian School o MH Baloyi Secondary Schooll o Mohaladitoe Secondary School o Northwood Independent School o Pelotona Secondary School o Qedilizwe Secondary School o Setumo Khiba Secondary School o The Vaal High School	**Accounting** o Anchor Comprehensive High School o Ikusasalethu Secondary School o Lethamaga Secondary School o Letsibogo Secondary School o MJ Mgidi Secondary School o Prestige College o Ratshepo Secondary School o Siyabonga Secondary School o South African Private College
	Mathematics o Acudeo College o Bophelong Secondary School o Botebo Tsepo Secondary School o Chrystal Springs Combined School o Dinokaneng Secondary School o Dr AT Moreosele Secondary School o EL-Shaddai Christian School o MH Baloyi Secondary School o Mohaladito Secondary School o Northwood Independent School o Pelotona Secondary School o Qedilizwe Secondary School o Setumo Khiba Secondary School o The Vaal High School	**Economics** o Anchor Comprehensive High School o Hans Kekana Secondary School o Ikusasalethu Secondary School o Kgatelopele Secondary School o Lethamaga Secondary School o MJ Mgidi Secondary School o Ratshepo Secondary School o Ratshepo Secondary School
		Mathematics o Anchor Commercial High Shool o Hans Kekana Secondary School o Ikusasalethu Secondary School o Lethamaga High School o M.J. Mgidi Secondary School o Makgetse High School o SA College o Siyabonga Secondary o St Martin De Porres o Tulip Combined School

PED	Phase 1	Phase 2
KwaZulu Natal	**Mathematics** o Phumelela Secondary School o Lobethal Independent Secondary School o Sicelimfundo Secondary School o Ebusi Combined School o Umvoti Secondary School o Sebenzakusakhanya Secondary School o Zamokwakhe Secondary School o Makhumbuza Secondary School o Umlazi Comtech School o Orient Secondary School o Islamic Dawah Secondary School o Mayville Secondary School o Ogwini Comprehensive High School o Chesterville Secondary School	**Mathematics** o Esigedeni Secondary School o Mtuba Christian School o Nodineka Secondary School o Kingdom Christian School o Isolesizwe Secondary School o Madwaleni Secondary School o Hlakaniphani Secondary School o Manzimhlophe Secondary School o St Cathrine's Secondary School o Uyengo Secondary School o Gratton Secondary School o Princess Langazana Secondary School o Khandlela Secondary School o Mduku Secondary School
		History o Gratton Secondary School o Mazimhlophe High School o Princess Langazana Secondary School o Uyengo Secondary School o Esigedeni Junior Secondary School o John Wesley Secondary School o Madwaleni Secondary School o Mduku High School o Nodineka Junior Secondary School o Advent Hope Christian School
		Mathematics o Esigedeni Secondary School o Mtuba Christian School o Nodineka Secondary School o Kingdom Christian School o Isolesizwe Secondary School o Mduku Secondary School o Madwaleni Secondary School o Hlakaniphani Secondary School o Manzimhlophe Secondary School o Gratton Secondary School o Princess Langazana Secondary School o Khandlela Secondary School o St Cathrine's Secondary School o Uyengo Secondary School

PED	Phase 1	Phase 2
Limpopo	**Business Studies** o Mogolo Secondary School o Mohlarutse Secondary School o Matshwara Secondary School o Meetsetshehla Secondary School o Mamogege Secondary School o Makhutjisha Secondary School	**Business Studies** o Dumazi High School o Manonyaneng Senior Secondary School o Mangoako Secondary School o Molate Secondary School o Nghezimani Secondary School o George Sonto Secondary School
		Life Orientation o Nghezimani High School o Shirilene High School o Dengenya High School o George Sonto High School o Makula Integrated School o Dumazi Secondary School o Molate High School o Noblehoek Secondary School o Manonyaneng Secondary School o Nkwangulatilo Education Centre o Mangoako Secondary School o Meridian College o Phalaborwa Thambisa Secondary School o St Augustines Residential School
		Life Sciences o New Era College o Molate High School o Mangoako Secondary o George Sonto High School o Noblehoek Secondary School o Nkwangulatilo Education Centre o Shirilele High School o Nghezimani High School o Holy Rosary Combined Independent School

PED	Phase 1	Phase 2
Mpumalanga	**Accounting** o Hoërskool Delmas o Sengakhona Secondary School o King Makhosonke II Secondary School o Hlonipha Secondary School o Hoërskool Ermelo o Mzinoni Secondary School o Letjelembube Secondary School	**Accounting** o Letshele High School o Mzila Secondary School o Moses Mnisi Secondary School o Tikhontele Secondary School o Ngazi Ndlovu Secondary School o Kamhola Secondary School o Mayibuye Secondary School o Siphumelele Secondary School o Bombani Secondary School
	Mathematical Literacy o Hoërskool Ermelo o Kusasalethu Secondary School Litjelembube Secondary School Mzinoni High School o Seme Secondary School o Hoërskool Delmas o Hlonipha Secondary School o King Makhosonke II Secondary School o Senzangakhona Secondary School o Hlalakahle Secondary School	**Economics** o Bombani Secondary School o Letshele High School o Mzila Secondary School o Meridian Karino Secondary School o Kamhola Secondary School o Mayibuye Secondary School o St Mark Secondary o St George Comprehensive o Nyamazane Secondary School
		Geography o Kamhola Secondary school o Mayibuye Secondary School o Ngazi Ndhlovu Secondary School o Bombani Senior Secondary o Ngazi Ndhlovu Secondary School o Bombani Senior Secondary School o Letshele Senior Secondary School o Siphumelele Secondary School o Tikhontele Secondary School o Hoedspruit Independence College o Wem Bushbuckridge School o Beacon College

PED	Phase 1	Phase 2
Northern Cape	**Maths Literacy** o Hoërskool Aggeneys o Hoërskool Alexanderbaai o Hoërskool Concordia o Hoërskool Namaqualand o Hoërskool Port Nolloth o Hoërskool A J Ferreira o Hoërskool Carlton Van Heerden o Hoërskool Kakamas o Hoërskool Saul Damon o Paballelo High School	**Geography** o Welsh Secondary School o Jongintaba Secondary School o Bhongolwethu Secondary School Chief Mtirara Secondary School o Manzolwandle Secondary School o Ntsokotha Secondary School o Lumko High School
		Life Sciences o Batlharo Tlhaping Secondary School o Sediba Academy o St Boniface Secondary School o Thabane High School o Vuyolwethu Secondary School o Roodepan Hoerskool o William Pescod Secondary School o Galaletsang High School o Kegomoditswe Secondary School o Olebogeng Secondary School
North West	**Economics** o Lerona Secondary School o Pule Leeuw Secondary School o Ipelegeng Secondary School o Itshupeng Secondary School o Thuto Thebe Secondary School o Kanana Secondary School o Promosa Secondary School o Nkang-Mahlale Secondary School	**Mathematics** o Mmajane Secondary School o Ikageleng High School o Bethel High School o Rearabilwe Secondary School o Tlhaole Secondary School o Living Faith Independent School o Curro Academy o Tidimane Secondary School o Thulare High School o Academy for Christians o Alfred Secondary School
	Life Orientation o Promosa Secondary School o Vaal Reefs Technical High School o Wolmaransstad High School o Ipelegeng High School Itshupeng Secondary School o Le-Rona Secondary School Pule Leeuw Combined Secondary School o Mankuroane Technical & Combined High School	**Life Orientation** o Mmajane Secondary School o Bethel Secondary School o Tlhaole Secondary School o Living Faith Secondary School o Curro Academy o Rearabilwe Secondary School o Ikageleng Secondary School o Thulare Secondary School o Meridian Secondary School o Rustenburg Secondary School o Tshomankane Secondary School o Whitfield Academy o Alfred Maubane Secondary School o Tidimane Secondary School

PED	Phase 1	Phase 2
Western Cape	**English First Additional Language** o Phillipi Secondary School o Vuyiseka Secondary School o Aloe Secondary School o Forest Heights High School o Rusthof Secondary School o Mondeor Eco School (Independent) o Zandvliet Secondary School o Kwamfundo High School	**Economics** o Vusisizwe Secondary School o Zweletlemba Secondary School o New Orleans Secondary School o Ceres Secondary School o Fairdale HighSchool o Inkwenkwezi Secondary School o Manzomthombo Secondary School
	History o Phillipi Secondary School o Portland Secondary School o Aloe Secondary School o Rocklands Secondary School o Vuyiseka Secondary School o Rusthof Secondary School o Forest Heights High School o Kwamfundo Secondary School	**Life Sciences** o Iingcinga Zethu Secondary School o Kayamandi High School o Vusisiwe Secondary School o Wellington High School o Zwelethemba High School o Belhar Secondary School o Fairdale High School o Inkwenkwezi Secondary School o Manzomthombo Secondary School o Simunye Secondary School
	Marine Sciences o Simon's Town School o Gansbaai Academy	**Marine Sciences** o Simon's Town School o Gansbaai Academy

Annexure 4A: Subjects/question papers per PED sampled for the audit of appointed markers

Province	List of subjects/question papers
Eastern Cape	Accounting Paper 1 and Paper 2 Agricultural Sciences Paper 1 Business Studies Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 English First Additional Language (FAL) Paper 1 and Paper 2 Geography Paper 2 Life Sciences Paper 2 Mathematical Literacy Paper 1 Technical Mathematics Paper 1 and Paper 2
Free State	Accounting Paper 1 Agricultural Sciences Paper 1 Economics Paper 1 English FAL Paper 1 and Paper 2 Geography Paper 1 and Paper 2 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2 Setswana Home Language (HL) Paper 1 Tourism
Gauteng	Accounting Paper 1 and Paper 2 Agricultural Sciences Paper 1 and Paper 2 Business Studies Paper 1 and Paper 2 Computer Applications Technology Paper 1 and Paper 2 Consumer studies Economics Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 English FAL Paper 1, Paper 2 and Paper 3 English HL Paper 1, Paper 2 and Paper 3 Mathematics Paper 1 and Paper 2
KwaZulu-Natal	Accounting Paper 1 & Paper 2 Tourism IsiZulu HL Paper 1, Paper 2 and Paper 3 Afrikaans FAL Paper 1, Paper 2 and Paper 3 Physical Sciences Paper 1 and Paper 2 Computer Application Technology Paper 1 and Paper 2 Economics Paper 1 and Paper 2 Geography Paper 1 and Paper 2 Technical Mathematics Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2

Province	List of subjects/question papers
Limpopo	Computer Applications Technology Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 English FAL Paper 1, Paper 2 and Paper 3 History Paper 1and Paper 2 Mathematics Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Technical Mathematics Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2
Mpumalanga	Accounting Paper 1 and Paper 2 Civil Technology: Civil Services, Construction and Woodworking Computer Applications Technology Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Technical Mathematics Paper 1 and Paper 2 Technical Sciences Paper 1 and Paper 2 Engineering Graphics and Design Paper 2 IsiNdebele HL Paper 1, Paper 2 and Paper 3
Northern Cape	Computer Applications Technology Paper 1 and Paper 2 Consumer Studies Dance Studies Economics Paper 1 and Paper 2 Engineering Graphics and Design Paper 1 and Paper 2 History Paper 1 and Paper 2 IsiXhosa HL Paper 1, Paper 2 & Paper 3 Life Sciences Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mechanical Technology: Welding and Metalwork
North West	Business Studies Paper 1 and Paper 2 Economics Paper 1 and Paper 2 English HL Paper 1, Paper 2 and Paper 3 Engineering Graphics and Design Paper 1 and Paper 2 Geography Paper 1 and Paper 2 History Paper 1 and Paper 2 Mathematics Paper 1 and Paper 2 Mathematical Literacy Paper 1 and Paper 2 Physical Sciences Paper 1 and Paper 2 Setswana HL Paper 1, Paper 2 and Paper 3
Western Cape	Electrical Technology: Power Systems Electrical Technology: Electronics Religion Studies Paper 1 and Paper 2 Tourism Marine Sciences Paper 1 Dramatic Arts Dance Studies Design Visual Arts Technical Sciences Paper 1 and Paper 2

Annexure 8A: List of subjects and PED sampled for the verification of marking

Subjects			
1.	Accounting Paper 1 and Paper 2 (GP, FS and EC)	20.	Life Orientation (FS, WC, NW, MP and NC)
2.	Afrikaans First Additional Language Paper 1, Paper 2 and Paper 3 (FS and LP)	21.	Life Sciences Paper 1 and Paper 2 (FS, WC and GP)
3.	Afrikaans Home Language Paper 1, Paper 2 and Paper 3 (NC and NW)	22.	Marine Sciences Paper 1 and Paper 2 (WC)
4.	Agricultural Management Practices (NC, GP and LP)	23.	Mathematical Literacy Paper 1 and Paper 2 (GP, MP, NW and WC)
5.	Agricultural Sciences Paper 1 and Paper 2 (KZN and WC)	24.	Mathematics Paper 1 and Paper 2 (KZN, LP, NC and WC)
6.	Business Studies Paper 1 and Paper 2 (FS, MP and NC)	25.	Mechanical Technology: Welding and Metalwork (KZN)
7.	Civil Technology: Woodworking (KZN and FS)	26.	Physical Sciences Paper 1 and Paper 2 (EC, FS and WC)
8.	Consumer Studies (EC, KZN and GP)	27.	Sepedi Home Language Paper 1, Paper 2 and Paper 3 (MP and LP)
9.	Design (NW and NC)	28.	Sesotho Home Language Paper 1, Paper 2 and Paper 3 (FS and GP)
10.	Dramatic Arts (MP, FS and NW)	29.	Setswana Home Language Paper 1, Paper 2 and Paper 3 (NW and NC)
11.	Economics Paper 1 and Paper 2 (LP, NC and NW)	30.	SiSwati Home Language Paper 1, Paper 2 and Paper 3 (MP)
12.	Electrical Technology: Power Systems (MP, FS and WC)	31.	South African Sign Language: Home Language Paper 1, Paper 2 and Paper 3 (NC, FS, LP, WC, NC, MP and GP)
13.	English First Additional Language Paper 1, Paper 2 and Paper 3 (LP, MP, NW and EC)	32.	Technical Mathematics Paper 1 and Paper 2 (LP, KZN and EC)
14.	English Home Language Paper 1, Paper 2 and Paper 3 (KZN and NC)	33.	Technical Sciences Paper 1 and Paper 2 (FS and EC)
15.	Geography Paper 1 and Paper 2 (GP, NC and EC)	34.	Tourism (MP, EC and WC)
16.	History Paper 1 and Paper 2 (NW, GP and EC)	35.	Tshivenda Home Language Paper 1, Paper 2 and Paper 3 (LP and GP)
17.	IsiNdebele Home Language (MP) Paper 1, Paper 2 and Paper 3 (MP)	36.	Visual Arts (KZN and NW)
18.	IsiXhosa Home Language Paper 1, Paper 2 and Paper 3 (EC, KZN and WC)	37.	Xitsonga Home Language Paper 1, Paper 2 and Paper 3 (LP and MP)
19.	IsiZulu Home Language Paper 1, Paper 2 and Paper 3 (KZN and GP)		